

Systems Portfolio
Owens Community College

12/3/2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1a. Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

Owens Community College was founded on a mission of success and continues to operate on that purpose. *“We believe in serving our students and our communities. Your success is our mission.”* This has meant a focus on student learning and a continual movement towards student success and completion. Success measures include graduation, transfer, retention, and persistence rates. These measures are coordinated through multiple groups on campus including the [Assessment](#) and [Completion](#) teams, [Curriculum](#), [Academic Standards](#), and [Enrollment Management](#) Committees, the Vice Presidents team, and all departments and at the institution. The measures are made available to all employees through online resources, college news portals, and college, school, and department meetings throughout the year. Additionally, the College’s completion goals are submitted to the State and the college community every two years through the [Completion Plan](#).

Advisory committees provide outcome validity. Other sources include programmatic accreditation reports and responses, graduate follow-up surveys, and employer surveys. Reliability is maintained through consistent data collection within the program and general education core.

Owens integrates general education core competencies into the curriculum for all degree programs and certificates. The core competencies are reviewed semi-annually during department meetings to assure compliance within general education, transfer concentrations, and applied technology areas. The College’s general education outcomes have existed for many years and are reviewed periodically to be sure they align with the mission, education offerings and degree levels of the institution.

1P1b. Determining common outcomes (3.B.2, 4.B.4)

Joining the HLC’s Assessment Academy in 2012 enabled Owens to better define and assess general education on campus. Through the Academy, the team learned that a baseline measure of all entering students’ skills is needed in order to determine the learning that occurs when course(s) are completed. As a result of attending the academy, and the pilot completed during it, Owens evaluated its previous assessment process and build a new sustainable one that makes sense for the students it serve.

The general education outcomes currently in place have developed over time. In Spring 2013, the then Provost Council approved a draft of new general education competencies. Those approved in 2013 were then modified in 2017; the new language was reviewed by faculty across all academic units, specifically by the English Department.

The revised general education student learning outcomes are consistent with the College’s mission, educational offerings, associate degree levels, and are in line with peer institutions and the Ohio Department of Higher Education (ODHE). The core competencies focus on intellectual inquiry; and the acquisition, application, and integration of broad learning and skills. The College’s general education student learning outcomes are:

Communicate: students will communicate effectively.

Analyze, Synthesize, and Evaluate Information: students will demonstrate the ability to apply research skills and tools, as well as to analyze, synthesize, and evaluate information.

Think Critically: students will think critically.

Exposed to Different Perspectives: students will be exposed to views different than their own.

1P1c. Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)

The purpose of the general education outcomes is to make sure students are learning core fundamental skills and to identify opportunities for growth as instructors to better assist students with their learning. The core competencies are posted in the catalog and in appropriate college communication materials. The college catalog is updated every spring.

Advisory committees meet each semester (twice a year) to ensure that not only are the program learning outcomes meeting the needs of employers, but that the college-wide outcomes do so as well.

The general education core competencies are assessed at different stages throughout the student academic experience at the College. The process is described in 1P1h.

1P1d. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

The modified general learning outcomes continue to be integrated into the curriculum of all departments and programs, with support from the [faculty assessment leads](#). There are currently four assessment leads, one per academic school. Faculty volunteered for the role, which is to be the [point person](#) for assessment in that school by answering questions, and overseeing the collection of artifacts, discussions around student improvement, and the data reporting.

1P1e. Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

To maintain the relevancy of the core competencies, faculty review licensure, accreditation, and transferability standards; align with ODHE requirements; and engage their advisory committees. The addition of the general education outcome of *exposure to different perspectives* is a result of community stakeholders identifying it as a needed competency.

1P1f. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The opportunities for students to engage outside the classroom include discipline-specific organizations, clubs related to student interests, student affiliated groups, and honor societies, among others. Nearly 30 [organizations](#) add to the already rich academic coursework, providing a context for what students are learning in the classroom by offering opportunities to apply the skills in the real world.

The Owens Community College Honors Program welcomes and admits students with a 3.2 GPA. The Program encourages students to initiate, create and think critically in a wide variety of challenging courses across departments and programs in the College. Honors students are required to complete two courses, Critical Thinking and Interpretations Seminars, and nine hours of honors option contracts. Students work with a faculty member to explore greater depth in whichever three courses they identify. To graduate from the Honors Program, scholars must have a 3.5 GPA at the time of graduation and a grade of "A" or "B" in all their Honors Program courses. Students who complete the Honors Program seamlessly transfer to Honors Colleges at Bowling Green State

University, Eastern Michigan University, and the University of Toledo.

1P1g. Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)

Faculty from across the College developed a set of rubrics to assess the first three general education outcomes approved in 2013: *Communicate; Analyze, Synthesize, and Evaluate Information; and Thinking Critically*. When assessment transitioned to a faculty-led process in 2017, a representative group of faculty edited the rubrics, reviewing examples from peer institutions. The rubrics were then reviewed by the English faculty and will be compiled into one rubric before the start of Spring 2019.

The *communication* rubric evaluates how effectively students communicate in the areas of audience awareness and purpose; thesis and topic sentences; organization of ideas; topic development and support; and grammar, syntax and mechanics. The *applying, analyzing, synthesizing, and evaluating information* rubric examines how well a student can use research tools and skills to locate information, analyze the quality and relevance of information, synthesize information, and evaluate information. The *critical thinking* rubric examines how well a student can think critically through their ability to recognize a problem; identify the problem data and begin to define a solution; and analyze the data collected.

To assess the fourth competency, *Exposed to Different Perspectives*, the College will use questions from the [Campus Climate Survey](#) that is administered each spring. Questions relate to the overall climate at Owens and the welcoming level provided to various populations. Further questions are being designed and added to the survey to measure this learning outcome. One possible source for question content is the AACU survey [Engaging Diverse Viewpoints: What Is the Campus Climate for Perspective-Talking?](#)

1P1h. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The College's assessment process has transitioned over time; however, with the assistance of the HLC's Assessment Academy, a new process has been established. The process for assessing the College's common learning outcomes was modified when the outcomes themselves were changed in 2017. Guiding the new process was the desire to simplify it, to focus it on assessment rather than reporting, to create a sustainable process, and to allow it to be faculty-led and driven. It now allows for a standardized submission process, reviews a smaller number of outcomes each cycle, and provides time to review the findings and make appropriate adjustments.

The two faculty members selected to transition assessment at Owens were chosen due to their experience with assessment and their diverse backgrounds. Both had attended several HLC events, including the Annual Conference in April 2016, the HLC Assessment Academy final meeting in June 2016, and the HLC Assessing General Education Workshop, in October 2016 to expand their learning on general education assessment in general, and to absorb the process at other institutions. Since then, they have led campus dialogues to design and implement procedures at the College that

1. updated the general education core competencies
2. identified course(s) where the outcomes are first taught
3. developed a plan for assessing general education
4. supported instructors who will assess where the outcomes are first taught, and
5. involved Institutional Research (IR) to simplify the process for instructors and make it sustainable.

Assessment and reporting on the results of the new outcomes began in Fall 2018. The process occurs in English composition courses as follows:

- On the first or second day of class in Composition I courses, students complete a writing sample that is assessed by instructors using the [General Education Rubrics](#).
- The Composition I instructors then use the same rubric to assess the last essay, *the problem/solution essay*, that students write in the course.

[Detailed directions](#) are provided to the Composition I instructors.

Using the same rubric, students will be assessed again on a final assignment in the capstone course of each academic program, beginning in Fall 2019. Specific assignments in the capstone courses will be identified in Spring 2019. For transfer students, the last essay in Composition II, *long argument synthesis*, will be assessed instead of the capstone course, also beginning in Spring 2019.

Results from specific questions on the [Campus Climate Survey](#) will assess the *different perspectives* competency; questions are being added to the survey for assessment.

1R1: RESULTS

The process for determining if students meet the general learning outcomes was previously done based on student progression through their college coursework, specifically the Ohio Transfer Module and general education courses. Each program had a minimum number of hours of general education course work which was used to show students met the outcomes. The new assessment process is systematic and clear, consistent with full faculty participation. Preliminary data on the Fall 2018 initial writing assignment are shown below as the baseline results.

Fall 2018 Preliminary Assessment Results

	Insufficient	Emergent	Satisfactory	Proficient	Exceeds
<i>Communication</i>					
Audience Awareness and Purpose	30 (10.5%)	109 (38.0%)	114 (39.7%)	32 (11.1%)	2 (0.7%)
Thesis and Topic Sentences	78 (27.2%)	114 (39.7%)	81 (28.2%)	12 (4.2%)	2 (0.7%)
Organization of Ideas	46 (16.0%)	118 (41.1%)	97 (33.8%)	25 (8.7%)	1 (0.3%)

Topic Development and Support	59 (20.6%)	120 (41.8%)	80 (27.9%)	28 (9.8%)	0 (0.0%)
Grammar, Syntax, and Mechanics	36 (12.6%)	124 (43.5%)	104 (36.5%)	1 (.04%)	1 (0.4%)
<i>Applying, Analyzing, Synthesizing, and Evaluating Sources</i>					
Application	42 (35.3%)	60 (50.4%)	13 (10.9%)	4 (3.4%)	0 (0.0%)
Analysis	54 (45.4%)	48 (40.3%)	16 (13.4%)	1 (0.8%)	0 (0.0%)
Synthesis	63 (53.8%)	42 (35.9%)	9 (7.7%)	3 (2.6%)	0 (0.0%)
Evaluation	61 (51.7%)	43 (36.4%)	11 (9.3%)	3 (2.5%)	0 (0.0%)
<i>Critical Thinking</i>					
Can recognize and isolate the issue or problem presented.	12 (9.9%)	43 (35.5%)	33 (27.3%)	32 (26.4%)	1 (0.8%)
Identifies issue or problem data; begins to define and isolate a solution(s).	20 (17.1%)	45 (38.5%)	26 (22.2%)	25 (21.4%)	1 (0.8%)
Analyze data collected.	21 (17.6%)	77 (64.7%)	15 (12.6%)	5 (4.2%)	1 (0.8%)
Uses critical thinking consistently.	10 (8.3%)	48 (39.7%)	32 (26.4%)	29 (24.0%)	2 (1.7%)

The goal is for students at the *insufficient* and *emergent* levels on the baseline assessment to progress to the *satisfactory* level and beyond by the end of Composition I.

The most recent Campus Climate Survey results reveal an opportunity to help students get involved in activities to gain an understanding of people different from themselves. These results provide the

baseline for the *different perspective* competency, as well as a benchmark against other institutions.

Campus Climate Survey Results

Populations:	Average
Persons with disabilities	1.85
People who identify as lesbian, gay, or bisexual	1.92
People of Color	1.75
Men	1.70
Women	1.70
People who are not U.S. citizens	1.95
People who identify as transgender	2.04
Veterans	1.70

Rate the overall climate at Owens for each of the following groups on a 1-5 scale, where 1=very welcoming, 2=somewhat welcoming, 3=neither welcoming nor unwelcoming, 4=somewhat unwelcoming, and 5=very unwelcoming

[Student organizations](#) offer a number of opportunities for involvement outside the classroom. The [2017-18 student organization programs](#) document and the [2017-18 student professional development events](#) document highlight these engagement activities.

111: IMPROVEMENT

In the next one to three years, the College will execute the General Education assessment plan, and track learning outcome results. The plan includes steps to:

- Assure the modified general education core competencies are integrated in to all programs.
- Identify the applicable capstone courses, and the appropriate assignment, for general education competency assessment.
- Create procedures for the assessment process in courses including: selection of those to assess, norming of the rubric or tool, division of labor, reporting, and feedback.
- Coordinate the reporting process with instructors.
- Coordinate the reporting process for Composition II instructors in particular.
- Evaluate the results from the Campus Climate Survey and add or adjust questions as needed.

Sources

- 2017 - 2018 Student Organization Professional Development 2017
- 2C - Plan - Owens Completion Plan 2018-2020 (approved 05 01 18)
- Academic Standards
- Assessment Lead Responsibilities
- Assessment Team
- Campus Climate Survey_2017_Results Report Final
- Completion
- Curriculum
- EM
- engaging_diverse_viewpoints
- Gen Ed Rubric--Revised June 2018
- General Education Assessment Activity--Day 1 or 2 Activity--Revised July 2018
- Student Organization Volunteer Work and Speakers 2017
- Student Organizations

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2a. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the

institution (3.E.2)

In all of the College's applied programs, the mission, goals and objectives are based on preparing students for successful careers, lifelong learning, and community service. This aligns with the College mission of focusing on the student and community. The learning outcomes for each program are found in the [college catalog](#) and on the [Institutional Research website](#).

1P2b. Determining program outcomes (4.B.4)

Guidelines for the offerings at two-year public institutions of higher education in the State of Ohio are established by the Ohio Department of Higher Education (ODHE). Owens Community College offers the AAS, AAB, ATS, AA, and AS Degrees.

The College's [Curriculum Committee Handbook](#) directs individuals to review the ODHE [Academic Program Manual](#) to follow its guidelines. As established by ODHE, the AA and AS degrees focus on transferability between all Ohio public institutions while the process for determining program level outcomes is more specific. In addition to accreditation standards for many of the College's programs, state-wide initiatives supporting two-year to four-year transfers in certain academic program pathways now also guide program outcomes alignment.

In the past five years, ODHE mandated that all associate degree programs reduce credit hours to a maximum of 65 credit hours. As a result, faculty, who ultimately oversees program outcomes and curriculum, carefully reviewed learning outcomes and made the adjustments needed, while balancing the needs of employers, community, and educational partners.

Owens has four academic schools: Business, Information, and Public Service; Liberal Arts; Nursing and Health Professions; and Science, Technology, Engineering, and Mathematics (STEM). Assessing program level outcomes is similar for all the schools. Where applicable, programs develop and coordinate their program learning outcomes with licensure, accreditation, and transferability standards while balancing the needs of employers, through the assistance of Advisory Committees (1R3), and aligning with guidelines set forth from ODHE.

All changes to programs are approved through an internal process before being submitted, when necessary, to the State. The internal process requires that appropriate forms are submitted to the chair of the department who reviews and submits them to the dean of the school, who reviews the forms and submits them to the Curriculum Committee. The members of the Curriculum Committee review the materials and bring questions, concerns, issues, etc. to the committee meeting to discuss and accept.

1P2c. Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)

Required student learning outcomes for each program and general education courses are posted in the [catalog](#), in [course syllabi](#), on the [Institutional Research website](#), and in appropriate college communication materials.

Program outcomes are assessed at various stages throughout the students' programs. A process, developed using curriculum mapping where outcomes are introduced, reinforced, and measured at the appropriate places in the program is used in all programs. All course outcomes are aligned with program outcomes, as well.

1P2d. Ensuring the outcomes remain relevant and aligned with student, workplace, and societal

needs (3.B.4)

Similar to the process for maintaining the relevancy of general education outcomes, the faculty lead the process for maintaining program outcomes. They review licensure, accreditation, transferability standards, and ODHE requirements. They work with community stakeholders through advisory committees, conduct research, and talk with faculty at peer institutions to identify necessary changes in existing student learning outcomes or to develop student learning outcomes for new programs. They do this in a variety of ways.

- Faculty meet with the department chair, as needed, to discuss student needs, curricular issues, and accreditation requirements.
- Faculty meet with advisory committees once a semester (twice a year). Information from these meetings are discussed at department and school meetings, and any changes to curriculum, outcomes, and tools for assessment are then made.
- Faculty also meet separately, as needed, to discuss the relevance and alignment of:
 - program outcomes to the student, workforce, and societal needs
 - course outcomes with program outcomes
 - tools used to assess program outcomes
 - program outcome benchmarks with licensure requirements
 - program outcomes with the credential levels to be achieved, and
 - outcomes to the mission of a 2-year public institution focused on job readiness and undergraduate transfer.

Necessary changes are made following the internal guidelines as outlined in the [Curriculum Committee Handbook](#).

1P2e. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The College provides opportunities for students to put their learning into action through internships and service learning experiences.

Service Learning

The Office of Campus and Community Connections maintains a database of more than 100 community based organizations. Instructors establish the student requirements for service learning and work with the student and the Director of Campus and Community Connections to secure possible placement options. The College recommends a minimum of two hours at a specific site and an opportunity for reflection (i.e. journals, papers, group discussion, presentation etc.) as a part of a complete service learning experience.

Internships

Internships take multiple forms at Owens. Some options are built into the programs, e.g., corporate programs like John Deere and Caterpillar, where students are selected by corporate dealerships and work there throughout their time in program. Other internships were less structured, with no system in place to track or evaluate the process. In 2016 the College used grant funding to establish two part-time internship coordinators in the areas of business, STEM, and fine and performing arts. Before applying for an internship students must complete a departmental review form which lists all course work that must be completed to be placed. The Department of Business and School of STEM also worked within the OMIC (Ohio Means Internships and Co-ops) internship and co-op program, which had additional guidelines.

As a result of the College's AQIP Action Project on [Experiential Learning and Career Initiatives](#), the previously grant-funded positions have formalized into two Internship Managers, with a third recently hired.

1P2f. Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)

The tools selected to evaluate program level outcomes vary by program. Internal tools are usually designed by the faculty, while external tools are selected based upon external accrediting bodies and credentialing standards such as certification test, licensure tests, certification requirements, etc. Faculty collaborate with internal and external colleagues and advisory committees on the validity of tools used in measuring program outcomes, as described in 1P2d.

1P2g. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

As described in 1P1, the College modified the learning outcomes assessment process over the past two years. Previously, the College used TaskStream to report and store assessment data, which resulted in an ineffective process where the focus was on reporting, not student learning.

An [assessment calendar](#) identifies when programs will conduct their learning outcomes assessment, and which outcomes are to be assessed, according to the assessment cycle. The schedule for reporting is every other Spring term, giving the program faculty in those areas time to examine feedback, determine necessary changes, and implement those changes. The schedule was designed to have several programs in each school reporting each year and, if possible, only one program per academic department each year.

In the Fall of 2017, a Blackboard shell was created for programs to report their data, and in the Spring of 2018, a supplementary Blackboard shell was created for programs to store items needed for reporting data. Artifacts are collected from courses where the outcomes are introduced, reinforced, and measured. New questions were also designed to obtain additional information on student learning.

1. Are your students learning? (Please specify the SLOs you are reporting on this year.)
2. How do you know? (Please specify the measures you are using and the results.)
3. What are you going to do about it? (What action are you taking based on the results?)

Programs are directed to answer the questions in a paragraph or two and reference in the reporting document any supporting data that is attached. The reports are submitted to the school's assessment lead, whose role is to be the point person in that school. Assessment Leads guide and support faculty by answering questions and overseeing the collection of artifacts, discussions around student improvement, and the data reporting.

The report is reviewed by the assessment lead from that school, and one from another school, and feedback is given to faculty. The feedback given includes the measurability of outcomes, as well as other comments. Faculty whose program outcomes were assessed in the Spring meet in the Fall to discuss areas for improvement; changes are implemented by the following Spring. The assessment leads facilitate this process.

1R2: RESULTS

The number of hours logged in service learning over the past three years is increasing.

Year	Service Hours Completed
2015	1364.50
2016	936.85
2017	2293.75

The number of students participating in internships and co-ops is shown below, by school.

Year	Internships in Fine and Performing Arts	Internships in Business and STEM
2016	19	20
2017	16	22
2018	10	22

1R2a. Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

As of Spring 2018, 100% of the programs that were required to turn in program assessment reports did so. Overall, 25 programs from each academic school were assigned to report.

1R2b. Summary results of assessments (include tables and figures when possible)

For the first cycle, the following information was tracked: the programs that submitted, submitted new data, improved in one or more SLOs, and areas that need assistance. See chart below.

Assessment Reporting 2018	Submitted	Reported New Data	Showed Improvement in one or more SLOs	Areas that Need Assessment Assistance
School of Business, Information and Public Service				
OBR Programs				
Associate of Applied Business				

Business Management Technology	x	x	x	
Marketing and Sales Technology	x	x	x	
Hospitality Management Program	x	x	x	
Associate of Applied Science				
Dietetic Technician Program	x	x	x	
Prof Law Enforcement Officer	x	x	x	
Majors				
Logistics/Supply Chain	x	x	x	
School of Liberal Arts				
OBR Programs				
Associate of Applied Sciences				
Commercial Art Technology	x	x	x	x
Music Business Technology	x	x	x	x
Early Childhood Education Technology	x	x	x	
School of Nursing and Health Professionals				
OBR Programs				
Associate of Applied Science				

LPN/Assoc. Degree Nursing Progression Program (LPN to RN) (Reported w/ RN Program)	X	X	X	
Registered Nurse Program	X	X	X	
Health Information Mgt Systems	X	X	X	
Diagnostic Medical Sonography Technology	X	X	X	X
Magnetic Resonance Imaging Program	X	X	X	X
Occupational Therapy Assistant Program	X	X	X	
Majors				
Vascular Sonography	X	X	X	X
School of Technology, Engineering & Mathematics				
OBR Program				
Associate of Applied Science				
Architectural Engineering Technology	X	X	X	X
Electrical/Electronics Engineering Technology	X	X	X	X
Caterpillar Dealer Service Technician	X	X	X	X
Diesel Technology	X	X	X	X
Landscape & Turgrass Management Program	X	X	X	X
Associate of Applied Business				

Information Systems Technology	x	x	x	x
Majors				
Welding	x	x	x	x
Computer Science	x	x	x	x
John Deere Tech	x	x	x	x

Detailed outcome reports are available from [Business Management](#), [Hospitality](#), [Police Academy](#), [Office Administration](#), and [IT Systems](#), as examples.

1R2c. Comparison of results with internal targets and external benchmarks

After the modifications to the assessment reporting process in 2017, the benchmarks were set high: 1) 100% participation and 2) 75% of programs reporting new data. Both were achieved. In addition, 75% of the programs reported meeting the targets they set.

The external benchmarks for most programs are measured by certification rates, graduation rates, accreditation reports, and graduate/employer survey results. (1P3)

1R2d. Interpretation of assessment results and insights gained

The individual programs reported a number of different learning experiences from the assessment process, depending on where they were in the process. The Teacher Education Tech program wrote the following insights as a result of their assessment.

Related to Key Assessment #4 (Activity Plan): This assignment is used to assess key elements 1a, 1b, 1c of Standard 1 and 2c of Standard 2. Based on the observation of the child and knowledge of child development (Standard 1), students plan these activities. For Standard 1, each student plans for a variety of integrated, comprehensive experiences for the children in their field placement. While students met or exceeded our expectations, some ‘did not meet expectations’ for knowing and understanding multiple influences on early development and learning. Recognizing this, we are providing a Trauma Informed Care Workshop for our students. We are also strengthening our EDU 101 – Child Development to include the concept of multiple influences on early development.

As noted above, for the Activity Plan in Key Assessment #4, an improvement to consider is to have our students actually follow through with the extension idea, sending a learning activity home to be shared with each family. We will have more discussions about this at our Summer Retreat and then will revise the assignment to include this activity.

We are also providing a Trauma Informed Care Workshop for our students to take action on the issue describe above. We will strengthen our EDU 101 – Child Development to include the concept of multiple influences on early development to better meet Standard 1. We will address this during our Summer Retreat as well.

112: IMPROVEMENT

Most of the programs that reported assessment results in Spring 2018 reported improvement in one or more of the learning outcomes.

After using the new reporting structure in Spring 2018, the faculty offered very favorable feedback. A suggestion was made to add multiple assignment manager links on the Blackboard shell so that if a program chair needs to submit more than one program, each program will have its own place to submit. This has been changed and will be available for the Spring 2019 reporting.

More importantly than just receiving favorable feedback, increased numbers of faculty participated, as they recognized the value and benefits of assessment—to assist student learning and instructor growth.

The next steps are to begin addressing levels of each of the program assessment reports and provide faculty with the training to keep increasing their skills.

In the next three years, the Assessment group will focus on the following:

- Continue, as an assessment group, to become experts in assessment on the campus
- Continue focusing on student learning and instructor improvement, as a result of assessment, not reporting
- Address the level of each of the program assessment reports, and
- Offer workshops and training with the programs that have been identified as needing extra help with assessment. This will improve their collection of items that will better assist them with helping their students learn, as well as support their growth as instructors to advance their program assessment to the next level.

Sources

- 1820Curriculum Committee Handbook
- Academic-Program-Review-Guidelines_FINAL_042915
- Action Project-Experiential_Learning_and_Career_Initiatives_09-
- Assessment Reporting Schedule--Revised February 2018
- Bus Mgmt outcomes
- Hospitality outcomes
- IT outcomes
- Office Admin outcomes
- Police Acad outcomes
- Screenshot of IR Intranet Page
- STM 105 Master Syllabus (20170613)

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3a. Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

The institution has a variety of ways to identify and meet student educational needs. Student success is the center of the Owens mission and is a clear focus of the new strategic plan. The institution is actively participating in the Ohio Association of Community College (OACC) Student Success Leadership Institute and the Ohio Department of Higher Education (ODHE) focus on completion,

Additionally, the TRIO Student Support Services and Americorp College Completion Coaches assist with one-on-one and group assistance for students.

The institution's process for the development of programs begins at the department and school level. The process aligns with those established by the State's [Academic Program Approval](#) processes.

Any curricular additions, changes, or deletions, once approved at the school level, are submitted for [review](#) by the [College's Curriculum Committee](#) and then to the State, if needed. The curriculum committee is made up of eight voting faculty members (2 from each of the 4 schools). The committee also has several non-voting members that represent advising, records, financial aid, academic affairs, and career services. These parties help examine the additions, changes, and deletions from multiple angles.

New programs must show a regional workforce need, supportive wages, and sound curricular alignment with industry partners. They must also show that they are financially viable through a series of risk assessment processes. The following information is used for this purpose:

- [EMSI](#) – EMSI provides a market analysis of the job opportunities, need, growth, and wages within a geographic region. The College uses this information when reviewing programs and the information students need in the job market to be successful.
- [Risk Assessment Toolkit](#) – The toolkit provides a non-biased way to review if a new program can be sustained at the college. It reviews the costs and gains related to the program and gives the College metrics by which to assess it in a business model.
- [Toledo Region Outlook](#) – The regional outlook gives another view of the job need within the area.

1P3b. Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

The State's College Credit Plus (CCP) program has allowed the institution to work more closely with high schools to align programs and increase the credits students can earn in high school towards a two-year degree. Students are able to enroll in courses at their high school with a collegiately approved instructor, online, or on campus. Funding for public school and community school participants is derived from a calculation based on the secondary school's foundation amount from the State. Private and home school students must apply to the Ohio Department of Education for funding.

Workforce and Community Services (WCS) works with multiple stakeholders across the state including union apprenticeships and singular companies. Through meetings with these entities, the staff within WCS can work directly with the company executives, managers, training directors, and the employees themselves to ascertain the training needs of industry. The conversations lead to an understanding of the needs the company sees for its workers within the changing workforce and how the College can meet those needs. [Training proposals](#) with industry, [MOUs](#) between the College and its Union Apprenticeship partners, and [feedback](#) received from those the College has worked with display the meeting outcomes.

Owens Community College has national and regional grants that align its programs and certificates with workforce development and training. Owens has been awarded two grants funded through the U.S. Department of Labor Trade Adjustment Assistance to Community College Career Training (TAACCCT) grant program. Employers and workforce partners on a national, regional and local scale have partnered with the College to address the skills gap by developing accelerated programs to meet the needs of the workforce.

The Ohio TechNet consortium, launched through the TAACCCT grant, includes 11 community colleges across the State of Ohio. The consortium was formed to meet the grant's objectives which were to expand access to job-driven training for advanced manufacturing, transform the way in which higher education works with employers, strengthen the pipeline of qualified workers entering into manufacturing careers and reduce skill shortages.

The Youth Career Connect grant through the U.S. Department of Labor provides high school students with education and training that combines rigorous academic and technical curricula focused on specific in-demand occupations. Owens, the University of Toledo, and local employers partnered with the Toledo Public School District to help students move into high-demand jobs in science, technology, engineering, and mathematics. More than 100 eighth grade students were identified as candidates for the program. Employers provided training, job-shadowing, and mentoring to ensure that what students learned is relevant to the job market.

Owens has also participated in National Science Foundation grants whose purpose is to create educational and career pathways in STEM related fields. Workforce partners provide assistance by identifying in-demand fields and gaps in student and faculty knowledge. They also identified educational and employment opportunities in current and emerging technical fields. The most recent STEM grant is building inquiry-based and active learning pedagogies through trainings, speakers, and collaborative faculty learning.

1P3c. Developing and improving responsive programming to meet all stakeholders' needs (1.C.1,1.C.2)

The President sits on the Board of the [Regional Growth Partnership](#) of Northwest Ohio, a lead economic development group looking at workforce needs in five key industry clusters including energy, logistics and transportation, automotive, food processing, and advanced manufacturing. He also is on the Board of the [Hancock County Raise the Bar](#), an economic growth partnership which strives to connect a growing Hancock County business district with a trained labor force. The College's Workforce and Community Services works with multiple agencies throughout the service district to ascertain the needs of the business and industry including credit and non-credit workforce training, including the Bowling Green Consortium.

Program evaluation and continuation is accomplished through the [Program Review and Evaluation Process](#) (PREP) to ensure programs are meeting student and regional workforce need. Like many processes at Owens, PREP has been through several revisions to improve its effectiveness and usefulness. Currently, programs are evaluated on a five-year cycle. PREP asks questions related to enrollment, retention, completion, graduation, transfer, and job growth. Programs can easily access the information needed through the Institutional Research intranet site. Employment prospects can be found at the Ohio Jobs and Family Services website and can be used to research present and future job demand for programs. This information is used to determine if changes or deactivations are needed.

Students are supported outside of the classroom through a number of diverse and inclusive [student organizations](#).

In order to be fiscally responsible, the College reviews the resources needed both to begin and maintain a new program before it is approved. While the College has done a great deal to balance the costs of programs, there may be instances where there is a community need for occupations which require more expensive programming. Medical programs such as sonography and Medical Resonance Imaging (MRI) are fields that offer high salary and are in high demand. Equipment is expensive and classes must be small for optimal learning and safety.

1P3d. Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs

The College uses both quantitative and qualitative benchmarks to assess currency and effectiveness of academic programming across its campuses. Quantitative benchmarks include external accreditation standards such as pass rates on national exams (3R3). The College also reviews student satisfaction with all areas of the college on the [Graduate Exit Survey](#). This survey contains questions specific to how satisfied they were with their programs of study. In addition, the institution looks at job placement and salaries through a [Graduate Follow-up Survey](#) done one year after graduation. This asks graduates to disclose full-time or part-time employment status, how long after graduation they became employed, and salary information.

Qualitative benchmarks can also be found in the survey results, as there is an option to answer open-ended questions. Additional qualitative benchmarks include the new assessment practices still in their infancy. Assessment is designed to measure students' competencies within the College. These will become important benchmarks for the institution as the process continues.

1P3e. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

The College currently places more emphasis on job opportunities and needs than it had previously. Before a program is developed, a regional workforce need must be shown, an advisory committee must be started to assist in the development to align the curriculum with the need, and financial viability must be assessed for sustainability. Tools used include the [risk assessment](#), [EMSI](#), and [regional job data](#) discussed in 1P3a.

Courses are reviewed in a variety of ways and must follow the ODHE expectations for community colleges. Courses within general education must meet the [Ohio Transfer Module \(OTM\) Guidelines](#). This ensures that students can transfer these courses as general education across the state. Major courses must also be accepted into the [Transfer Assurance Guideline \(TAG\)](#); this requires the course to meet a minimum set of student learning outcomes. TAG allows the course to transfer as the equivalent at other public state institutions. Courses that are not governed by the state transfer system must be technical in nature or serve a specific purpose within a program of study. Courses that are neither transferable nor part of programs are in the process of being discontinued. Deans and chairs are responsible for periodic reviews, usually between 2 and 5 years of all of the curriculum within their areas.

1R3: RESULTS

Advisory boards are critical in assisting the College with determining if programs are current and meeting area needs. Across the College nearly [50 advisory committees](#), comprised of more than 800 individuals, are engaged in discussions about existing and potential new programs. Surveys conducted of advisory board members help the faculty know what new and changing skills are needed. Survey questions ask about the importance of technical skills and professional/soft skills, skills lacking, topics of importance in the industry, industry trends, the importance of software competencies, and the use of social media. Agendas, minutes, surveys, and feedback from [Culinary Arts](#), [Networking and Information Systems Support](#), and [other](#) advisory boards are available.

During Fiscal Watch, the College reviewed *all* programs for financial viability. Programs that had

three years of poor enrollment and poor graduation rates were analyzed for regional need, job availability and cost to the college; approximately [75 programs, certificates, concentrations, and majors](#) were eliminated at that time. The program review process (PREP) was revised and reinstated in March 2015 and led to the elimination of 6 additional programs; the 2017 PREP process all eliminated one more program. Some programs were combined, others were transitioned to non-credit, and teach-out plans were designed.

In 2018, the PREP process led the institution to hire a full-time faculty member in Hospitality Management; though enrollments were low, the regional need was high. Low completion in some areas of Fine and Performing Arts have led the College to institute transfer certificates. Reviews of Land and Turfgrass Management reports to point retaining the certificate and ending the degree. Conversations continue on Early Childhood Education Technology, which loses half of students at the end of the first year; the College will review more data to ascertain why the loss happens at that point and react accordingly.

In the PREP process, a program's unduplicated head count, FTE, retention rates and number of graduates are reviewed. The College would like to see all majors with a critical mass of enrolled, retained, and graduating students.

The table below shows the NCLEX result for students in Registered Nursing.

Owens Community College NCLEX Results: 2013 to 2017

Year	# of Candidates	# Passed first try	OCC %	Ohio %	95% of Ohio	National Avg %	95% of National Average
2013	160	149	93.13	80.16	76.15	83.04	78.89
2014	168	150	89.3	77.18	73.32	81.79	77.7
2015	145	139	95.86	81.21	77.15	84.51	80.28
2016	195	180	92.3	81.12	77.06	84.56	80.33
2017	206	191	92.72	84.96	80.72	87.12	82.76

The Ohio Board of Nursing uses the January to December calendar year.

Another example is the exam pass rate for the Health Information Technology's program credentialing exam pass rates.

Owens Community College HIT Exam Results: 2015 to 2017

Graduation Year	Owens Certification Exam Pass Rate	National Average

2015	82%	69%
2016	78%	68%
2017	88%	70%

The evidence of program quality and how well programs meet the current needs of students and employers can also be seen in program accreditation reports, self-studies, and award letters, including [ACBSP](#), [HIT](#), [LPN](#), [Medical Assisting](#), [Medical Sonography](#), [MRI](#), [NAEYC](#), [OTA](#), [OTA](#), [Surgical Tech](#), and [VAS](#).

On the Graduate Survey the following were listed as positives associated with the Owens experience:

- Faculty and instruction
- Experiences in the classroom and labs
- Positive Environment
- Interactions with Staff
- Learning
- Online courses and their availability

Students expressed dissatisfaction with:

- Fees
- Disorganization
- Faculty and instruction
- Classes being canceled for low enrollment

The Graduate Survey includes questions about how well the academic programs meet students need; the results are made available to faculty, staff, and administration to use as part of the PREP review process. The tables below show the percentage of graduating students who responded somewhat or very likely and somewhat or very satisfied to the following questions:

If you could start college over, how likely would you be to select the same major area of study?

Year	Percent Likely
2015	88.9
2016	89.9
2017	90.2
2018	87.9

Quality of education in my major field of study

Year	Percent Satisfied
2015	92.7
2016	92.5
2017	90.6
2018	90.7

Preparation for work environment

Year	Percent Satisfied
2015	87.6
2016	87.5
2017	87.3
2018	85.2

Preparation for further academic study

Year	Percent Satisfied
2015	91.0
2016	88.0
2017	89.6
2018	87.9

A [dashboard](#) of all of the survey results is available through the College intranet.

Ohio TechNet worked with business and industry and local workforce agencies to upskill more than 2,200 low-skill and low-wage workers and expand competency-based accelerated training pathways to high-demand jobs in advanced manufacturing.

The Youth Career Connect grant sponsored [several events](#) with substantial attendance.

113: IMPROVEMENT

The College is dedicated to meeting community needs. In Fall 2018, the College began the process of building a new strategic plan. The process has included meetings with faculty, staff, students, and community members, strengthening links to community economic groups and both large and small business in the college's service area. Through these partnerships, the college can continue to listen to the academic program and workforce needs of the community.

The PREP process improvements will continue over the next few years. The College will be working with new databases to obtain more accurate and complete job placement data which will be incorporated. The intent is to continue to find the best data and make the process as simple as possible so that it is done with intent. The process has feedback and decision-making built into it and will allow for data-driven decisions on program change and discontinuation.

The State of Ohio continues to push for transferability and standardization within the first two-years of coursework at public institutions. In the next few years, the College will focus on keeping only those general education courses that align with the State's transfer initiatives. Additionally, the overall state and national community college goals call for eliminating multiple technical electives. The College will continue to work closely with business and industry to choose the necessary electives for career technical programming.

The College is moving towards the national guided pathways model. In the past year, all of the health career programs aligned their first semester courses and the criteria for admission in to their selective programs. This allows any student in pre-health, regardless of the major, to have a choice of selective health programs to enter. Students can change paths and not be required to retake any courses. Business is currently moving in this direction as well.

Over the last year, the College entered into a [Regional Compact](#) with the two- and four-year Northwest Ohio public colleges including Bowling Green State University, Northwest State Community College, Rhodes State Community College, Terra State Community College, and The University of Toledo. The institutions will be collaborating to meet eight goals related to academic programming and pathways, career counseling and experiential learning opportunities, and operational and efficiency costs.

Due to low response rates to the Graduate Follow-up survey, the College was recently approved to enter into a data sharing agreement with the Ohio Department of Job and Family Services to receive matched employment and wage data on its graduates. This will increase the reliability of the data received and assist in bettering students' educational experiences. The agreement will provide reports of 1-year, 5-year, and 10-year employment rates, median salaries, and occupations of graduates, by program, beginning in Spring 2019.

Sources

- 1C - Diversity - List of registered student organizations that support societal diversity and inclusion
- 2.3 MOUs
- 2013-2017 GFS Survey Dashboard_for web
- 5C - NW Ohio Region Higher Educ Compact.signed 3.20.18
- Academic-Program-Review-Guidelines_FINAL_042915
- ACBSP 2018 Quality Report
- All Advisory Boards by School
- CTAG
- Culinary Agenda
- Culinary Feedback
- Curriculum
- Curriculum Committee Handbook
- EMSI Economic StudyOwens_1415_Final
- Fiscal Recovery Plan Report Final Updated 1-25-16
- Fiscal Recovery Plan Report Final Updated 1-25-16 (page number 18)
- Graduate Dashboard_2014-2018_for web
- Graduate Exit Survey Summary Report for Web
- HIT Accreditation Letter 16-17
- LPN Evaluation
- Medical Assisting Award Letter
- Medical Sono - GEN Award Letter
- MRI Accreditation Award Letter 061118
- NAEYC Self-Study Final Full Draft - March 28
- Nissin outline
- Ohio Transfer Module
- OTA accreditation letter
- OTA ACOTE Decision OCC
- PREP Form
- Raise the Bar Hancock County
- Regional Growth Partnership
- risk-assessment-tool
- STEM-WCS Feedback
- Surgical Tech Accreditation letter
- toledo-region-outlook
- Training Proposal First Solar
- Transfer Assurance Guides
- VAS Award Letter
- What is the Student Success Leadership Institute
- Youth Career Connect Event

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4a. Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)

Faculty and department heads are responsible for determining necessary preparation for students for specific programs and courses. They work with advisory committees, accrediting bodies, institutions with similar programs, and the state to ensure that the curriculum aligns with the needs of the field, expectations of employers, and requirements of transfer. All requirements are posted in the college catalog.

[Advisory committees](#) are required for each applied associates degree offered at the institution. They are made up of regional employers, students, faculty and staff. These committees meet at least once a semester to review curriculum, discuss changes in the field, and look at required equipment. This also gives the faculty and department heads the opportunity to receive feedback on graduates who have entered the field as well as students currently in the program.

Many of the institution's programs are accredited by regional and/or national organizations. These organizations require regular self-study and review. They also allows the institution to compare the outcomes of Owens's students to those in similar programs. Self-studies and accreditation letters are referenced in 1R3.

The College also adheres to state guidelines related to transferability in both general education and technical coursework. Courses must meet specific standardized outcomes and requirements to be considered part of the guaranteed transfers. The review is done by discipline-specific faculty from two- and four-year institutions. To be a part of the [Transfer Assurance Guidelines \(TAG\)](#), [Career Transfer Assurance Guidelines \(CTAG\)](#) or the [Ohio Transfer Module \(OTM\)](#) a course must be submitted through an online portal for review and approval.

Faculty and staff have been trained by various methods on curriculum mapping, regional and national accrediting standards and state standards through internal and external professional development. The map for [Nutrition](#) is available here.

The Owens Records Office maintains the official curriculum. It also houses the official college catalog. All website and marketing materials are reviewed by multiple departmental and student services personnel twice a year to ensure they are up to date. The Provost's Office maintains electronic records on all curricular changes requested, both approved and disapproved; they are available for review by faculty and staff.

Faculty and staff share the responsibility for the process of identifying and meeting the preparatory needs of programs at the College. Upon entry, students are placed into various levels of coursework based on ACT, SAT, or Accuplacer test scores. Students who do not test as college-ready are required to remediate through prerequisite or co-requisite coursework. In 2012, the State of Ohio worked with colleges and universities to establish statewide standards in mathematics, science, reading, and writing that each student enrolled in a state institution of higher education must meet to be considered [remediation-free](#).

Additionally, the Office of Institutional Research has developed a system using 19 unique data points (academic, demographic, financial, and first-term course characteristics, gender, enrollment type, high school GPA, ACT and other placement test scores, major, Pell eligibility, number of attempted credit hours and proportion of attempted hours taken online) to project whether a student is at low, average, or high risk. Through these measures the College can supplement student experiences through increased support. In Fall of 2017, the College added an [Incoming Student Survey](#) to focus the supports needed for students.

Students entering an applied degree program without previous college experience are required to take a [discipline-specific first year career course](#). These courses are designed to 1) give students an overview of careers in the field, 2) build a degree plan, 3) increase study skills, 4) connect students to on- and off- campus resources, and 5) increase financial literacy. In Fall 2018, the School of Nursing and Health Professions introduced an inter-professional health course for pre-health students which introduces students to all of the College's health programs before entering a program of study. The College is currently developing a first year course for students in liberal arts transfer pathways which

will offer career exploration, planning, and resources, and also introduce them to the university partnerships, [Falcon Express](#), [Rocket Express](#), and [Gray Wolf Express](#). (2P2)

1P4b. Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

All courses, regardless of location and modality, follow the same course objectives and student learning outcomes. All faculty, including adjuncts, must follow the College's syllabus template which includes these objectives and outcomes. All faculty are required to submit his or her syllabi each semester for consistency review by the department head. Courses are also observed and evaluated by the same standards regardless of mode of delivery and location.

Faculty who teach online are given multiple opportunities to refresh skills. The [Office of eLearning](#) has prepared more than 70 training agendas, quick start guides, instructions, and training materials, as well as self-paced tutorials and face-to-face workshops for online instructors.

The College also aligns with and offers training related to Quality Matters. [Quality Matters](#) is a method by which to measure and guarantee the quality of an online course.

Per state requirements, College Credit Plus (CCP) instructors are invited to meet with Owens leaders every fall semester to receive College updates and information on using their account for grade entry and student roster verification. The Assistant Dean, Admissions & K-12 Partnerships, meets with instructors one-on-one through the academic year to provide real time information as it relates to their courses. High school faculty also work closely with the academic departments regarding curriculum requirements, textbooks, etc.

Any student registered for a course at Owens has the opportunity to provide feedback in the course evaluation administered anonymously online at the completion of the course.

Course completion and success rates are tracked by Institutional Research. These are available through the [grade dashboard](#) which can be reviewed by course type, location, delivery method, and part of term.

All faculty assigned to teach at Owens Community College must follow the minimum faculty credentialing outlined in the ODHE [Minimum Faculty Qualifications](#) which align with the Higher Learning Commission guidelines. All faculty, including those in CCP, are reviewed by Department Chairs and School Deans. Faculty credentials are housed within Human Resources with the exception of CCP faculty files which are maintained by the Assistant Dean of Admissions.

1P4c. Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Transfer credit is awarded through the Records Office based on the Board of Trustees approved [policies](#) and [procedures](#) which are developed and reviewed by academic affairs, department heads, and student services. The State of Ohio has guaranteed transfer coursework standards (1P4a) and also endorses the [Transfer Evaluation System \(TES\)](#). Both are used to evaluate credit. TES is an interactive resource that houses course data for institutions in higher education. The College can obtain course descriptions through TES or any of the state systems and find equivalencies.

Owens updated its [policies](#) and [procedures](#) related to transferring credit and prior learning assessment (PLA) in May of 2017 in an effort to make it more understandable both internally and externally. Using a PLA [rubric](#), the College offers credits in several categories including articulated credit, credit

by exam, military credit, work experience credit, and portfolio based evaluation.

Owens Community College's ability to recognize prior learning for students has recently been enhanced through [Fast Path Ohio](#), a portal/clearinghouse for students to request prior learning assessment at the member institutions. Owens Community College was one of the first schools in Ohio to participate.

1P4d. Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)

Advisory Committees, faculty, and college administration evaluate the need for program specific accreditation. If those in business and industry place a value on this or require graduates to obtain a credential that requires accreditation, the College works to attain that accreditation. Accreditation may also be desired if such accreditation can assist the program in recruiting, retaining and graduating students. In many cases, an accrediting body can provide a great deal of resources to improve the quality of the program which makes for a better student experience. Implementing and maintaining accreditation is a joint effort of faculty, department chairs, and advisory boards and includes all methods of program evaluation described previously. Specialized accreditations are listed in the [college catalog](#).

1P4e. Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

Program outcomes are assessed through the College's program assessment process described in 1P2 . Program outcomes are also shown in accreditation documents and self-studies for specialized accrediting bodies, as well as the graduate exit survey discussed in 1R3a.

1P4f. Selecting the tools, methods and instruments used to assess program rigor across all modalities

A number of processes are used to assess the level of outcomes attainment. It is the same for all course modalities. A common practice in many departments is the end-of-semester roundtable where the faculty review the success of students in a particular course, discuss how to improve the course, and share best practices.

Outcome assessment is based on the program outcomes defined for each program. Assessment reporting is done on a rotating basis allowing programs sufficient time between reports to implement needed changes to improve student learning. Some departments regularly conduct exit surveys of students, graduate surveys and employer surveys to gather important feedback on the effectiveness of their programs in preparing students for successful careers.

In programs with strong and prescriptive accrediting bodies, the tools and methods to assess the program are often stipulated by the agency. Some standard outcomes that must be measured are pass rates on the national exam, number of graduates working in the field within 12 months of graduation, employer satisfaction with graduates, and time to completion for students in the program.

1R4: RESULTS

Internally, assessment reports are an import review of program quality. Assessment results can be reviewed in 1R2.

The College's Institutional Research Department maintains a [course completion dashboard](#) which allows any college personnel to review course completion by modality, placement level, full- or part-

time status, etc. Between academic year 2014 and 2017, overall course completion has increased as seen in the table below.

Year	Overall course completion
2014	72.3%
2015	74.7%
2016	77.2%
2017	79.7%

There is a very small difference in the completion rates between online and traditional lecture courses overall; the difference has decreased from academic year 2014 to 2017.

Course Completion Rates by Modality

Year	Tradition Lecture Course Completion	Online Course Completion
2014	79.9%	72.2%
2015	80.5%	74.7%
2016	82.9%	77.1%
2017	80.3%	79.1%

Transfer students are a targeted population in Owens' enrollment each year, requiring an evaluation of the students' prior coursework. The Records Office tracks the number of transcripts evaluated each year.

Academic Year	# of Transfer-In Transcripts Evaluated
2018	2,998
2017	2,946
2016	3,218

2015	3,203
2014	3,628
2013	4,082

In the [Graduate Exit Survey](#), students consistently rate the academic quality and how well their program has prepared them high on this survey. The last survey showed the following:

- Overall satisfaction is very high, at 94% in 2018; it has remained steady in the last four years
- More than 90% of students consistently say they are satisfied with the overall quality of the education they received in their major
- 88% of 2018 graduates are satisfied with their preparation for further academic study
- More than 90% of the graduates would recommend Owens to their friends and family
- 86% of graduates say they would choose Owens again if they were to start over
- Availability of course days and times, and availability of web-based courses are both trending upward
- Students are less satisfied with the availability of internships, co-ops, and field experiences. This item peaked at 57.5% in 2018; it has trended upward over the past 4 years

The Ohio Department of Higher Education (ODHE), [IPEDS](#), and regional and national accrediting bodies provide the College with the best external benchmarking. Some examples are below.

ODHE compares Owens' 6-year Transfer Outcomes to the Ohio average. The latest available data show that while Owens is behind the State average for those that transfer out with an associate's degree, the rate has increased. The rate of those who transfer out and earn a Bachelor's degree aligns with the State average.

Transfer Out with An Associate's Degree

Institution	2009 Cohort	2010 Cohort
Owens Community College Students	17.8%	19.8%
Ohio Public Two-Year Average	20.1%	22.2%

Transfer Out Bachelor Degree Completion

Institution	2009 Cohort	2010 Cohort
Owens Community College Students	27.8%	29.7%

Ohio Public Two-Year Average	28.3%	28.2%
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The ODHE report of Degrees and Certificates awarded shows Owen's overall number decreasing, but at a rate less than the overall enrollment decrease. The following table shows the Associate Degrees awarded at Owens Community College and three other similar institutions.

Institution	2014	2015	2016	2017
Owens Community College	1,297	1,345	1,331	1,198
Lakeland Community College	994	1,009	1,030	924
Lorain Community College	1,339	1,315	1,410	1,429
Stark State College of Technology	1,199	1,207	1,247	1,243

The table below shows the percent change in associate degrees awarded.

Institution	% Change from 2008 to 2017	% Change from 2012 to 2017	% Change from 2016 to 2017
Owens Community College	0	1	-10
Lakeland Community College	13	-2	-10
Lorain Community College	46	18	1
Stark State College of Technology	49	10	0
Overall Community Colleges	27	1	4

The ODHE report on Three Year Success Measures compares Owens to those of other Ohio public institutions. This rate is not the highest or lowest but has decreased slightly in the last year. The following table shows the three-year graduation rate of students at Owens and three similar institutions.

	% of Students earning a degree	% of Students earning a degree	% of Students earning a degree

Institution	in 3 years 2012 Cohort	in 3 years 2013 Cohort	in 3 years 2014 Cohort
Owens Community College	13	15	19
Lakeland Community College	9	11	14
Lorain Community College	10	16	15
Stark State College of Technology	6	8	13

In late 2017, the School of Business, Information and Public Service began to pilot the new PLA process, discussed earlier. Of the 24 petitions received, three have been approved. This is an area that the College intends to grow within the next five years.

114: IMPROVEMENT

Owens has implemented several improvements over the past few years.

- The College put in place procedures to ensure instructors are highly qualified to teach courses regardless of delivery method. This process is clear and documented.
- The College has developed co-requisite pathways in English to support students through their first composition course within their first year and avoid remedial coursework (6P1).
- The College has expanded its advisory committees, and increased visitations to regional business and industry in order to better align course offerings and employer demands. The new associate degree in Broadcast Media was at the request of several broadcast companies who needed a skilled workforce. Each step of the program was done with their assistance to make sure the skills students received were the ones needed to enter the field.
- More simplistic assessment and program review has been created. This was done to ensure that the data could be used for discussions around curriculum design and workforce needs.
- The College has developed multiple short term certificates that are embedded in a two-year degree. The Ohio Basic Police Academy Training and several certificates in accounting are examples of successful course mapping.
- The Academic Standards Committee reviewed and implemented new Board policies and procedures for PLA and the adoption of FastPath for PLA credit review.
- The College has increased the number of courses that are guaranteed to transfer at the state level by submitting them for review to the state panel to ensure quality and transferability.

Owens will continue with the following improvements which are in progress or viewed as short-term goals.

- Continue to align curriculum with the state standards to meet 100% compliance with the CTAG, TAG, and OTM initiatives.
- Develop a co-requisite pathway for college level math to decrease the time students spend in

remedial education.

- Increase the PLA credit assessed and accepted through full implementation of the FastPath system and further implementation of the portfolio review and rubric.
- Review policies and procedures related to online course delivery to engage more faculty in ensuring consistent delivery and positive online experiences for students.
- Increase the quantity and improve the quality of data on student placement after graduation to better assess program outcomes and delivery methods of the curriculum.

Sources

- 2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS
- About FastPathOhio
- Academic-Program-Review-Guidelines_FINAL_042915
- All Advisory Boards by School
- CTAG
- Curriculum Map
- entering-student-survey-data-analysis (18)
- Falcon Express
- First Year Experience Courses
- Grade_Dashboard_201430-201710_for_web
- Graduate Exit Survey Summary Report for Web
- Gray Wolf Express
- ipeds_dfr_2017
- ODHE Transfer Rates 2011-2012
- Ohio Transfer Module
- PLA Policy
- PLA Procedures
- PLA Rubric
- QM Description
- Rocket Express
- TES
- Transfer Assurance Guides
- Transfer credit policy
- Transfer credit procedure
- What is eLearning

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5a. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

Academic Freedom is addressed and fully outlined in [Article 18:Academic Freedom](#) (pg. 44), of the faculty collective bargaining agreement. Section 18.00.00 covers bargaining unit members' rights to full freedom in College-related academic research and the publication of the results. Section 18.01.00 protects bargaining unit members freedom to present academic subject matter related to their courses and relate various perspectives in both the classroom and research endeavors. Section 18.02.00 protects faculty members from censorship and discipline outside the College. Finally, section 18.03.00 states that there shall be no limitations placed on instructional methodology, study,

investigation, presentation, and interpretation of facts within the accepted standards of professional responsibility.

1P5b. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Owens addresses faculty and staff conduct through the standards of conduct and disciplinary process [policy](#) and [procedure](#). This also includes the requirements of the Higher Education Opportunity Act Financial and Ethical Considerations which prohibits state employees to benefit financially from their state positions. The College also has a zero tolerance policy towards [workplace violence](#). Finally, Owens has and adheres to a [Model Ethics Policy](#) which states that the board and all employees must, at all times, abide by protections to the public embodied in Ohio's ethics laws, as found in Chapters 102 and 2921 of the [Ohio Revised Code](#), and as interpreted by the Ohio ethics commission and Ohio courts. Board members and employees must conduct themselves, at all times, in a manner that avoids favoritism, bias, and the appearance of impropriety.

The College adheres to a [Student Code of Conduct](#) which is outlined in Board Policy and Procedure 3358:11-3-1. The policy states that the College seeks to maintain a learning environment where students are expected to conduct themselves in a manner supportive of the academic atmosphere of the college and respects the rights of other students and employees. It also establishes a conduct system with clear standards to define expected behaviors, articulate prohibited behaviors, describes the disciplinary process, outlines possible sanctions, provides due process, and provide an opportunity for appeal.

Student academic misconduct is addressed through Board [policy](#) and [procedure](#). The policy states that the College seeks to maintain a learning environment where students are expected to conduct themselves with integrity and honesty, both personally and professionally. It requires a procedure be in place that defines expected behavior, articulates prohibited behavior, describes the disciplinary process, outlines sanctions, and provides an opportunity for appeal.

The College follows the federal Office of Health and Human Services' guidelines related to research with human subjects. The College's [Institutional Review Board](#) (IRB) directly oversees the process which includes training, directions for review and forms. The IRB is a standing committee developed to ensure that any proposed research complies with ethical standards. Any research done by students, faculty, and staff as well as anyone seeking to do research on any of the Owens' campuses or learning centers or involving any OCC students or employees, must abide by the institution's IRB regulations.

1P5c. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Student complaints related to a course or a faculty member are referred to the department chair or assistant chair for review and investigation. If resolution is not found at the direct supervisory level, the student can discuss the situation with the school dean. In many cases, the school may use an intake form to track student concerns. Any grade dispute is addressed through Board [policy](#) and [procedure](#).

All courses and instruction are subject to a student evaluation each term. These are conducted via a web evaluation form sent to students. The results are not available to faculty and administration until the course grades are submitted. These results are reviewed by both faculty and administration to look for patterns related both the instruction and the course content so issues may be addressed and the student experience and learning improved.

Course evaluations of faculty are done by chairs and assistant chairs. The evaluation process for full-time faculty is covered by [Article 32: Performance Evaluation](#) (pg. 50) of the college bargaining

agreement. Non-tenured and tenure track faculty must be evaluated once a year on or before December 1. Tenured faculty must be evaluated every three years on or before April 15. Evaluations can be conducted on all courses, including web and hybrid. New adjunct faculty are evaluated each term while long-time adjunct faculty may be evaluated less frequently. All evaluations are reviewed by the school dean. Full-time faculty evaluations are reviewed by the Chief Academic Officer.

1P5d. Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity.

The College uses Maxient, a software system designed specifically to monitor student conduct records, to track any student behavioral or academic misconduct issues. This allows for offenses to be tracked and patterns established.

Faculty evaluations, as stated previously are done yearly for tenure-track faculty and every three years for tenured faculty. Evaluations are kept as governed by the collective bargaining agreement within the faculty member’s official file. The evaluation process is an opportunity for faculty to talk through any pedagogical issues in the classroom.

Course evaluations are available at the end of every lecture course. These are electronic files which are available online for review by the faculty or administration. The evaluations are tracked for multiple years to look for any patterns that may emerge. This evaluation tool was developed through discussions with faculty and administration in an effort to make it the most useful for both. The format allows for the course specific outcomes to be changed so that faculty and administration can ensure important concepts are being understood.

1R5: RESULTS

The College takes conduct very seriously. Since the last portfolio, there have been few infractions related to faculty in adherence to ethical standards. However, one termination was carried out due to ethical and conduct reasons.

Since 2014, the following academic misconduct cases have been recorded:

Academic Year	First Offense	Second Offense	Third Offense
2015/2016	9	0	0
2016/2017	13	1	0
2017/2018	19	0	0

Since 2014, the following IRB reviews have been completed.

Year	Number of IRB Reviews
2014	5

2015	1
2016	2
2017	4
2018	7

Each complaint stored in Maxient contains the complaint type, where it was assigned for resolution, the hearing officer, hearing date, and the deadline for resolution. The [2017 report](#) shows 156 complaints filed.

115: IMPROVEMENT

The College is currently working on enhanced guidelines for online teaching in an effort to continue to maintain quality online education. They will allow for more discussion and clear expectations for faculty across disciplines and locations.

The College [Academic Standards Committee](#) is currently looking at amending instructor evaluations to embed national [Quality Matters](#) criteria in the teaching evaluation methods used. This will give more useful feedback to online instructors.

The College would like to increase faculty development opportunities through a re-launch of a faculty development center which will be run by faculty for faculty. This would also shift the faculty development committee into the hands of faculty to do ongoing trainings as opposed to once or twice a year. A space to house this center is currently part of the phase 2 renovation plans for College Hall, to be completed within the next two years. The center would create an environment of ongoing professional development for all instructors and all modalities.

The Academic Standards Committee consistently reviews academic policies which includes academic dishonesty. This policy and procedure is currently being reviewed by the group and will be updated within the next year.

Sources

- 2.4 Sample Maxient Analytics.pdf
- Academic Misconduct Policy 11-2-55
- Academic misconduct procedure
- Academic Standards
- Employee Conduct Policy 11-5-52
- Employee Conduct procedure 3358-11-5-52
- Ethics policy
- grade appeal policy
- grade appeal procedures
- Institutional Review Board

- OFA-Contract-2017-2020
- OFA-Contract-2017-2020 (page number 44)
- OFA-Contract-2017-2020 (page number 50)
- Ohio Revised Code
- QM Description
- Zero tolerance policy

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the

next one to three years?

Responses

2P1a. Identifying under-prepared and at-risk students, and determining their academic support needs

Owens Community College implements several strategies to identify under-prepared and at-risk students. New degree and certificate-seeking students who do not have previous college coursework, ACT, or SAT scores for placement, take the ACCUPLACER test to learn their placement in English and Math courses, which may be prerequisites for other courses.

The College offers developmental education coursework in reading, writing, and math. In addition, the College has a partnership with the College and Career Readiness Center (CCRC), funded by ASPIRE and formerly known as the Adult Basic Literacy Education (ABLE) program. CCRC provides remedial education for students testing below the College's placement score threshold for developmental education. The College collects various data related to developmental education: placement rates, enrollment rates, and completion rates.

Students on [academic probation](#) must engage with an Advisor prior to course registration. The Civic Ambassador (CA) program is a resource for students who are underprepared. CAs, who are model Owens students, are familiar with the various support services available and assist students in navigating these resources on campus and in the community.

2P1b. Deploying academic support services to help students select and successfully complete courses and programs

Owens offers several academic support services to help students select and successfully complete courses and programs. Upon application to the College, all degree and certificate-seeking students are assigned an academic advisor based on the students' academic area of study. Advisors provide academic advising, assistance with degree plans, referrals to campus resources and more. The Academic Support Center is the primary resource for mentors and tutors. (2P1d)

Faculty have access to an Early Alert system, which allows them to send students and their assigned advisors regular communication on the students' performance via the College's portal – Ozone. Faculty can send “kudos” positive comments to students who are maintaining high grades; or send comments indicating areas in which the student needs to improve: test scores, attendance, etc. Advisors reach out to those students for whom a faculty member requests advisor intervention.

2P1c. Ensuring faculty are available for student inquiry

The Owens Community College [Collective Bargaining Agreement](#) (CBA) with the Owens Faculty Association states that full-time faculty are expected to schedule at least seven office hours per week for students when the amount of time in class does not prohibit it. Three of those hours must be on campus and the others can be at alternate locations including online, in labs, and at learning centers. Adjunct faculty have various spaces by department in which they can meet with students. Additionally, all faculty are provided with both a phone extension and an email so that students can reach out if they have questions and cannot meet during office hours.

2P1d. Determining and addressing the learning support needs (tutoring, advising, library,

laboratories, research, etc.) of students and faculty

The College employs a wide variety of academic supports for students. Learning support needs are proactively determined through the [Entering Student Survey](#) as well as the use of the ACCUPLACER placement test. Enrolled students' academic needs are monitored with an Early Alert system. This system allows for more referrals to wraparound services for the student and greater learning supports.

Owens has tutoring services in accounting, computer science, economics, language lab, mathematics, science, writing, and online tutoring. The Writing Center offers individualized out-of-class assistance to students at all stages of the writing process.

The federally-funded TRIO Student Support Services program supports students by offering supplemental academic advising, guidance through the financial aid application process, leadership development, one-on-one tutoring, as well as a dedicated private space for students to study and gather. The program links students to resources on and off campus to make sure their needs are met as an individual, not just as a student.

The College libraries are located at the Toledo-area and Findlay-area campuses. The libraries provide a dynamic range of services to all currently registered students, faculty, and staff. Library services are available 65 hours per week and include reference, multimedia resources, interlibrary loan, research databases, course reserve textbooks, and library instruction classes. A professional librarian is available during all hours that the library is open. The libraries are also home to the College Archives, the e-Learning Department, and provide an open computer lab.

In addition, Owens offers the Jump Start program, a summer program designed to introduce first year students to college life with a community of support in place. The program provides targeted intervention to improve placement test scores and provides on-going support from student mentors throughout the first year of college and beyond.

2P1e. Determining new student groups to target for educational offerings and services

Owens uses data from the [Entering Student Survey](#), [Campus Climate Survey](#), [Student Satisfaction Survey](#), and [Graduate Survey](#) when planning educational offerings and programming for new student groups. Recently, the College identified a need to increase service to College Credit Plus students transitioning from high school to a full-time college student experience. In response to this need, the College created the [Start Here Scholarship](#). This scholarship provides a variety of additional financial, advising, and mentoring services to this population.

2P1f. Meeting changing student needs

As a community college, Owens strives to be responsive to the changing needs of both enrolled students and the community. The college regularly analyzes employment trends to match programming degrees and certifications with "in demand" jobs, and a number of student surveys to plan and evaluate programming. One way that students' academic needs are addressed is through the Early Alert system (2P1a), which identifies students who are at risk for course failure. The [student support services offices](#) are available to meet with students expressing needs. The College recently used the [Not Anymore Survey](#) in conjunction with national data to target specific programming related to intimate partner violence.

2P1g. Identifying and supporting student subgroups with distinctive needs (e.g. seniors, commuters, distance learners, military veterans)

The College has identified a wide cross-section of subgroups in the overall student population and provides support to them through the various [student support services offices](#) including Veterans Services, International Student Services, Disability Resource Center, and Owens Shuttle Service. The identification of student groups is accomplished through a combination of surveys, marketing, syllabi statements, and one-on-one interactions.

2P1h. Deploying non-academic support services to help students be successful

Owens offers several non-academic support services designed to help students succeed in college and beyond.

[Career and Transfer Services](#) offers several services and online resources to guide students and alumni throughout their career development with a network of Owens professionals. The network is the result of an AQIP Action Project, [Experiential Learning and Career Initiatives](#). In addition to the services provided, Career and Transfer Services hosts an annual job/transfer fair to help connect current and former students to employment opportunities throughout the region.

International Student Services offers English Corner, a program which helps students who speak English as a second language strengthen their conversational English skills. The International Student Services department annually hosts [International Education Week](#) (IEW) to promote programs for a global environment by celebrating the benefits of international education and exchange across colleges and universities.

Among other services, the Disability Resource Center arranges for interpreters to aid students when meeting with Student Services departments on campus. The Disability Resource Center also arranges for interpreters to be provided during the Fall and Spring commencement ceremonies.

The Veterans Services Office and the Veterans Center offer a unique space for student veterans, spouses and dependents of veterans, and the local Veterans community. The primary focus of the office is to process student veterans GI BILL certifications with Veterans Affairs. The office also helps veterans by linking them with on-campus and off-campus resources, including mentors. The Veterans Center accommodates student veterans who may have a service dog. The Veterans Lounge is designed around a USO theme where students network with other student veterans, review potential short-term and long-term employment, and use the meditation room to decompress or to prepare for a major test. Student veterans who use the GI BILL and are eligible for the VA Work-Study program are assigned an office and duties within the Veterans Center to assist new student veterans adjust to college life.

Student Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. As part of outreach efforts, Counseling Services hosts Wellness Wednesdays for any interested students. Topics at Wellness Wednesdays include tips/skills to help prevent crises and maintain good mental health.

Students who experience an unexpected financial hardship that is preventing them from being a successful student can apply for support from the [Student Emergency Assistance](#) fund. The use of emergency assistance is intended to provide monetary support with books and supplies through the Owens bookstore, or with non-educational related expenses, such as, mortgage/rent, utilities, personal automobile expenses, public transportation, medical bills, and child care. Students must meet set criteria to qualify; the amount approved is subject to the availability of funds and determined by the emergency assistance committee.

2P1i. Ensuring staff members who provide non-academic student support services are qualified, trained and supported

Owens Community College maintains an accomplished and qualified student support services staff. The Student Services Division holds an annual employee development training to focus on common themes that can be utilized amongst the various departments. Depending on the role of the individual, more specialized training is conducted through the specific area.

The professional staff in Oserve, who serve prospective and continuing students, consists of Advocates who have been trained on the state and federal laws and regulations related to Financial Aid, Student Accounts, and Records. Advocates complete an extensive 6-to-8 week training to learn, understand, and communicate a wide array of material to students. An online training manual, available through Blackboard, is used as a guide for new Advocates and serves as a point of reference for current Advocates. Due to the extensive knowledge required, all Advocates must have obtained at least a baccalaureate degree.

Student Counseling Services employees maintain specialized degrees and licensures in order to serve students. Student Counseling Services employees must attend trainings to obtain continuing education units (CEUs) to ensure their credentials do not expire.

The Student and Exchange Visitor Information System (SEVIS) is administered by the Manager of International Student Services as the principal designated school official (PDSO) and the designated school official (DSO) as the advisor for international students. Designated school officials are appointed by the president of Owens Community College and authorized by the Department of Homeland Security (DHS). The PDSO, responsible for institutional compliance with the Student and Exchange Visitor Program and F-1 regulations, is the only designated school official authorized to accept F-1 and M-1 nonimmigrant students, sign I-20's and other immigration documents.

Veterans Services employees are Certifying School Officials through the Veterans Administration; they complete a two-day training on VA Benefits and the internet-based program that is used to certify student veterans' courses and credit hours.

The Student Conduct and Title IX staff engage in training through workshops, webinars and conference attendance at least once per month through the Ohio Department of Higher Education. They attend the national conference for the Association of Student Conduct Administrators each year and participate in other regional trainings as available. The staff and the student conduct hearing board recently participated in a training series through the Association of Title IX Administrators.

2P1j. Communicating the availability of non-academic support services

Information regarding non-academic support services is communicated to students through various media. New students participate in [New Student Orientation](#); faculty provide information in syllabi (e.g., Counseling Services, Disability Resource Center); similar information is displayed on posters around campus. All offices have web pages with information related to hours and available services; some indicate hours of operation on voicemail. Information regarding services is posted in Ozone, the campus portal, under additional resources. Students receive information regarding nonacademic support services at various Student Activities events such as Fall Fest and Spring Fling where offices staff tables and interact with students.

Student Services partnered with Marketing to launch a campaign to promote various non-academic support services. On-going marketing occurs through OTV (TV monitors around campus), Stall Talk

(printed updates in restrooms), social media, and Owens Community College Radio (OCCR).

2P1k. Selecting the tools, methods and instruments to assess student needs

The College-wide IT Governance committee determines the resources needed before technical tools or software are implemented. Current tools used to assess student needs include:

- The College Board’s ACCUPLACER placement test - to assess student skills in reading, writing, and math.
- Early Alert - allows faculty to send email to students who are not performing well or not attending a course. Communication is also sent from the system to advisors for appropriate follow up.
- The [Entering Student Survey](#) consists of multiple choice and open-ended questions designed to assess such topics as study skills, financial needs, and outside commitments as well as perceptions, behaviors, and thoughts about college and learning in general.

2P1l. Assessing the degree to which student needs are met

Owens collects information using various methods to assess the degree to which student needs are met. Student Government seeks student input via the [student government feedback form](#), student discussions, and dialogue sessions. Administrators from various areas of the College attend the discussion and dialogue sessions to hear student feedback and to respond to questions as appropriate. The College designed and administered a [Student Satisfaction Survey](#) to determine student perceptions of their college experience; Institutional Research also administers a [Student Exit Survey](#) and a [Graduate Follow-up Survey](#). The Alumni Association is also a resource for recent graduates to provide feedback.

2R1: RESULTS

Results from the Early Alert System in 2018 show increased use in the number of messages sent to students.

Early Alert Messages		
Spring 2018	Summer 2018	Fall 2018*
404	108	536

**to November 15, 2018*

Job Fairs at the College attract more than 80 employers, as shown on the list from the [October 2018 Fair](#). Results from an [employer participant survey](#) are currently being analyzed. Approximately 100 student job seekers attended the October Fair.

Several questions on the [Student Satisfaction Survey](#) ask about services on campus. The results

inform several offices on how they are meeting student needs, as well as areas where improvements may be required. This 2017 survey was developed by Institutional Research after a review of several national questionnaires. The College intends to survey students every three years with the next administration in 2020. Results from all survey questions are posted on the [Student Satisfaction Dashboard](#) that employees can access.

Results from the [Entering Student Survey](#) are shared with the Vice Presidents group, the [Enrollment Management team](#), and school deans. A third of the students (35%) express worry about their inability to succeed (failing/bad grades/not being smart enough/not understanding material/not succeeding/disappointing self and others/too hard/difficulty of learning material); 34% say they are most excited about learning (learning/growing/bettering oneself/being challenged/classes/furthering education). The [Entering Student Survey dashboard](#) includes all results for the items regarding "most worried" and "most excited".

The number of Veterans attending Owens has increased, even factoring in the change in definition.

Veteran's Dashboard											
	Spring						Fall				
	2014	2015	2016	2017	2018		2014	2015	2016	2017	2018
Veteran Total	275	370	380	564	642		438	362	377	622	655

NOTE: In response to a change in state reporting, the definition of a veteran was expanded between Fall 2016 and Spring 2017 and now includes more self-reported

The Foundation has both operating and endowed funds that are used to offer more than 75 unique scholarships to Owens students. For the upcoming 2019-2020 academic year, scholarships totaling \$198,148.75 were awarded to 147 Owens students, an average of \$1,343 per student. Students receiving Owens Foundation scholarship graduate at a rate of 63.5%.

The Foundation worked with an anonymous donor to establish the Single Parent’s Scholarship with preference given to single mothers. This scholarship is one of the highest award amounts per student; more than \$40,000 has been awarded to 13 students thanks to the generosity of the donor. The Foundation also funds the Student Emergency Assistance Fund (2P1h).

2I1: IMPROVEMENT

Over the next two to three years, Owens intends to explore a second year orientation that will increase career development opportunities.

Owens will continue creating opportunities for faculty and student services professionals to integrate student services content within the classroom. This will help to increase student knowledge of the resources available on campus.

Owens will continue researching the benefits of using multiple measures in addition to ACCUPLACER in order to enhance placement. The College's [Completion Team](#) is at work to gather data from Institutional Research, National and State best practices, and lessons learned from partners in the ODHE [Strong Start to Finish](#) program to move from a placement test only model to one that includes multiple measures. This is tied to the College goal of students progressing through their gateway math and English courses in their first year in college.

Sources

- 1A - New Student Orientation NSO Booklet 2018
- 1C - Diversity - International Education Week Flyer 2017
- 2.1 October 2018 Job Fair Employer list
- 2.1 Student Government Concern Form
- 2013-2017 GFS Survey Dashboard_for web
- Academic Probation Policy
- Action Project-Experiential_Learning_and_Career_Initiatives_09-
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- OFA-Contract-2017-2020
- Satisfaction Dashboard for Web
- SSTF
- Start Here
- Student Services Office

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2a. Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

The College collects and compiles retention, persistence and completion data in various ways. Institutional Research presents data from the student information system in a number of different dashboards and reports to be used for strategic planning. One is the [Retention Dashboard](#), which allows the College to look at the six-year retention rates of first-time degree- or certificate-seeking students by program and various demographics.

In 2016, the College began participating in a state-wide initiative funded through the Ohio Association of Community Colleges (OACC), the [Student Success Leadership Institute](#) (SSLI), with

the purpose to develop strategies to increase course and program completion. The College's SSLI team is led by the Provost and Vice President of Student Services and consists of faculty and leadership from Student Services and Academic Affairs. The team analyzes a number of different retention and completion reports made available through the project to inform recommendations on College policies, procedures, and practices. In addition, the team identifies gaps in completion and provides possible solutions to close the gap. The team recently led the implementation of the developmental education reform within the English department after the [Progress and Completion Key Performance Indicator \(KPI\) Report](#) illustrated that the College's completion rates in developmental English courses were significantly lower than its peers.

To analyze program completion, the College uses the [Program Review and Evaluation Process](#) (PREP). This process requires each program to undergo a comprehensive review at least every five years. The process is detailed in 1P3.

2P2b. Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

The Office of Institutional Research and Student Services senior leadership develop retention, persistence and completion targets. Institutional Research develops initial enrollment projections based on historical retention and completion trends by student type. This information is used in the [Enrollment Scenario Builder](#) calculations. Within the tool, adjustments can be made to targeted retention rates to model "what if" situations. The Enrollment Management team adjusts the retention rates based on current and upcoming strategies. While targets may increase from historical trends, they are designed to be attainable. The finance team uses the targets to develop future revenue projections for the fiscal year budget.

2P2c. Analyzing information on student retention, persistence and completion

A number of teams, committees, departments and leaders across the College, including the SSLI team, Student Services, and Institutional Research, analyze retention, persistence and completion data. Reports and dashboards are available on the College's intranet page, which allows all employees to access them. The dashboards and reports include information on [graduates](#), [headcount](#), [retention](#), [course fill rates](#), and [average class size](#). In the past year, Institutional Research has started to post report briefs and narrative in the College's daily communication email. Employees are directed to the various featured reports to learn more about how the College is performing in a specific area.

2P2d. Meeting targets for retention, persistence and completion (4.C.1)

Meeting targets for retention, persistence and completion are a priority of the College. Resources are dedicated to achieving student completion as mentioned in 2P1. In addition to the support services offered, the College has an advising model focused on student completion. Students are assigned a caseload advisor focused in their program of study. The advisor provides course recommendations each semester to students needing assistance with academic planning. Throughout the semester, the advisor checks in with students to see if any assistance is needed. Also, if the student is placed on academic probation, the student is required to go through a form of advisor intervention to assist the student in getting off of probation.

In 2012, the College created an Early Alert system. This system assists in identifying students who are not performing well in class or not attending on a regular basis. The system allows faculty to submit an alert to both the student and the appropriate caseload advisor. The faculty can recommend advisor intervention, which then notifies the advisor to follow up in more detail with the student. The

advisor may recommend tutoring or serve as the bridge for the student in obtaining some other non-academic resource.

The College requires new students to complete [orientation](#). Students can either attend an on-campus orientation event or view the orientation content through the College’s learning management system, Blackboard. Orientation covers information regarding support services available, how to navigate the student portal and Blackboard, as well as financial aid information. Once the student completes orientation and placement testing (if needed), it is recommended the student meet with their academic advisor for course planning.

All schools at the College have created [first year experience courses](#), by discipline, that focus on getting students on the right path to completion. The courses are recommended in the first semester of the student’s freshman year. Courses have been developed for students in business, fine and performing arts, health, and technology.

The Vice Presidents of the College and the Enrollment Management team monitor progress towards retention, persistence, and completion targets. If needed, the Vice Presidents will determine appropriate resources to deploy to ensure the goals are met. Targets can easily be monitored by daily enrollment reports that are disaggregated by student type, program of study, and demographics.

2P2e. Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

The College uses the Ellucian Banner student information system, IPEDS, Ellucian Degree Works, and internally developed reports to assess retention, persistence and completion. Ellucian Degree Works is a database designed to track the student’s completion towards their desired program of study. The Ellucian databases are accessible to most employees through their online employee portal. Advisors specifically use Degree Works to track the students’ progress and follow-up with them as they approach completion. IPEDS data, [State reports](#) and other internal reports are available to all employees through the College’s intranet page.

2R2: RESULTS

More than 1,600 new students for Fall 2018 completed the New Student Orientation online and on campus.

Mode	March	April	May	June	July	August	TOTAL
Online	7	121	125	194	166	321	934
On-Campus	0	71	79	139	262	176	727

Course completion rates have sustained at about 80% over the past four years. These rates are a factor in the [State’s subsidy allocation model](#).

Course Completion Rates	
--------------------------------	--

2014	2015	2016	2017	2018
77.3%	79.3%	81.5%	81.3%	80.0%

The [retention dashboard](#) on the College intranet site provides multiple views of the data, such as Fall to Spring, Fall to Fall, only new students, etc. Below is a retention table based on the standard definition of first-time, degree- and certificate-seeking students.

Fall to Spring and Fall to Fall Retention

Fall Cohort Year	Initial #	Fall to Spring Re-Enrolled#	Percent	Fall to Fall Re-Enrolled #	Percent
2011	2,715	1,770	65.2%	1,080	39.8%
2012	2,618	1,773	67.7%	1,133	43.3%
2013	2,311	1,553	67.2%	1,006	43.5%
2014	1,883	1,262	67.0%	843	44.8%
2015	1,666	1,049	63.0%	716	43.0%
2016	1,590	1,022	64.3%	738	46.4%
2017	1,392	913	65.6%	611	43.9%

Owens uses data from the Ohio Department of Higher Education (ODHE) as well as the [IPEDS Data Feedback Reports](#) to benchmark itself on retention and graduation rates. In comparison to the IPEDS-selected peer group, Owens retention rates are slightly lower. However, its 3-year graduation rates are higher.

IPEDS Retention, 3-Year Graduation, & Transfer Rates						
Retention Cohort	2011	2012	2013	2014	2015	2016
3-Year Graduation & Transfer Cohort	2009	2010	2011	2012*	2013*	2014
Part-Time Retention Rate	35%	35%	35%	35%	43%	43%
Full-Time Retention Rate	45%	49%	48%	48%	53%	53%
3-Year Graduation Rate	6%	7%	10%	14%	17%	18%

3-Year Transfer Rate	19%	17%	14%	17%	14%	17%
SOURCE: IPEDS Data Feedback Reports, Fall Enrollment, Graduation Rate, & Outcome Measures Survey Submissions.						
Asterisk denotes revised cohort.						
IPEDS Part-Time Retention Rates						
Retention Cohort	2011	2012	2013	2014	2015	2016
Owens	35%	35%	35%	35%	43%	43%
Comparison Group	38%	41%	42%	43%	45%	NA
SOURCE: IPEDS Data Feedback Reports & Fall Enrollment Survey Submissions.						
IPEDS Full-Time Retention Rates						
Retention Cohort	2011	2012	2013	2014	2015	2016
Owens	45%	49%	48%	48%	53%	53%
Comparison Group	51%	50%	55%	56%	60%	NA
SOURCE: IPEDS Data Feedback Reports & Fall Enrollment Survey Submissions.						
IPEDS 3-Year Graduation Rates						
Graduation Cohort	2009	2010	2011	2012	2013	2014
Owens	6%	7%	10%	14%	17%	18%
Comparison Group	11%	12%	12%	15%	15%	NA
SOURCE: IPEDS Data Feedback Reports & Graduation Rate Survey Submissions.						
IPEDS 3-Year Transfer Rates						

Transfer Cohort	2009	2010	2011	2012	2013	2014
Owens	19%	17%	14%	17%	14%	17%
Comparison Group	26%	24%	24%	23%	23%	NA
SOURCE: IPEDS Data Feedback Reports & Graduation Rate Survey Submissions.						

The number of degrees and certificates awarded also is used in the State subsidy calculations. In the past year the number has decreased slightly, consistent with the decline in enrollment.

Degrees and Certificates Awarded					
Credential	2013	2014	2015	2016	2017
1-Year Certificate	74	76	74	94	74
Certificate	391	248	325	316	282
Degree	1,164	1,292	1,344	1,330	1,198
Total	3,642	3,630	3,758	3,756	3,571

A recent report, provided by ODHE, shows key aspects of transfer behavior and graduation outcomes for students who attended Owens. The following are highlights of the three years of trend data.

- Owens' overall 6-year transfer-out rate decreased from 19.8% to 14.8% and is below the State average of 18.5%.
- The percentage of Owens students who transferred with an associate's degree increased from 18.6% to 24.0% and is now at the State average.
- The percentage of Owens students who transfer and go on to earn a bachelor's degree declined from 29.7% to 28.3% but is still above the State average of 27.7%.
- The top three transfer destination institutions include (from high to low): UT, BGSU, & Lourdes.
- Of the top-three transfer destinations, students are most likely to earn a bachelor's degree at BGSU (48.2%) and this percentage increased from the previous year (44.7%).
- Owens students are second most likely to earn a bachelor's degree from UT, and this percentage has risen from 29.7% for the 2009-10 cohort to 32.4% and 32.5% for the 2010-11 and 2011-12 cohorts, respectively.
- The percentage of Owens students who went on to earn a bachelor's degree from Lourdes increased from 21.3% to 30.8%.

Even though Owens' overall [transfer rates](#) declined, this could be because more students are graduating from Owens. Of those who do transfer, they are more likely to do so with an associate's degree; Owens is above the State average for transfers who go on to earn a bachelor's degree.

2I2: IMPROVEMENT

The College has made many efforts to increase course and program completion. In 2013, the institution changed its advising model to caseload management. Caseload management allows students to start seeing one specific advisor dedicated to their specific program of study. This also assisted with performing strategic outreach to students throughout the semester.

[First year experience courses](#) have been designed for business, fine and performing arts, health, and technology programs to assist students on getting the necessary information on how to be successful in college. A committee has been created at the College to further evaluate these courses for improvements.

The College recently finished a complete review and redesign of the developmental education English sequence (6P1) to assist with course completion. The redesign was launched in Fall 2018 and the SSLI team will begin to track the results at the end of the term. The SSLI team is currently reviewing changes to the developmental education math sequence to assist with improving course completion.

To increase graduation rates, the College reduced the portion of total credit hours that students are required to complete at Owens. Prior to 2016, students were required to complete at least 50 percent of required credits at Owens. The residency rule was reduced to 15 credit hours in 2016. Furthermore, overall credit hours required for programs have been reduced to help ensure students are only taking courses that lead towards their career or transfer path.

The College and State of Ohio have put an emphasis on prior learning assessment. In 2017, the prior learning assessment (PLA) [policy](#) and [procedures](#) were updated to standardize the type of experience and credits the institution will accept. Recently, the College approved the creation of a new position, [Manager of Prior Learning Assessment](#), to assist with increasing awareness and credits earned through PLA.

In 2018, Admissions, Advising, and Oserve collaborated to offer a structured student orientation for new students. The new format allows students to meet with an advisor to ensure they are taking the correct courses in the first semester. The course recommendations encourage students to focus on any required developmental or prerequisite courses in the first term, enabling them to progress through their degree program in a timely manner. The new structure also provides information on financial aid and payments. A committee was created to ensure students are receiving the necessary information needed for them to be successful in college. An evaluation survey of orientation is being developed for students to provide feedback from both on-line and on-campus sessions.

The Advising department is updating its practice regarding students on academic probation. Starting in October 2018, students on academic probation were required to meet with their academic advisor prior to registering. During the meeting, an academic plan is put in place and success strategies are given to the student based on their strengths and weaknesses. In addition, students are recommended academic and non-academic support services based on their circumstances. The Advising department is also discussing ways to increase usage of the Early Alert system across all academic areas.

Sources

- 1A - New Student Orientation NSO Booklet 2018
- 2.2 Manager of Prior Learning Assessment PD
- average-class-size-201330-201810
- course-productivity-seats-filled-201330-201810
- Enrollment Scenario Builder_FY19
- Fall 14th Day Retention Dashboard_200760-201760
- Fall_14th_Day_Headcount_Dashboard_201360-201860_for_web
- First Year Experience Courses
- Graduate Dashboard_2014-2018_for web
- ipeds_dfr_2017
- OACC Completion Report KPI 2018
- ODHE Transfer Rates 2011-2012
- Owens Employment and Industry Outcomes
- PLA Policy
- PLA Procedures
- PREP Form
- SSI Components
- What is the Student Success Leadership Institute

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3: PROCESSES

The College uses a number of different processes to serve the needs of key stakeholders. Academic departments and schools identify the following groups as fundamental to their success and use various methods to determine, understand and meet their needs:

High Schools

College-level courses are offered to high school students as part of the College Credit Plus program both on campus and in high schools. Program advisory committees regularly include representatives from the area school districts; College faculty and staff also participate on high school advisory boards and meet regularly with school counselors, administrators, and teachers.

Area Employers/Professional Community

Advisory Boards meet twice a year (fall and spring) with the purpose of evaluating the strengths and weakness of the academic programs in preparing graduates to enter the job force. Discussion of employer needs may take the form of short surveys, brainstorming activities or review of program standards.

Professional Associations/Accrediting Bodies

Every School offers at least one accredited or licensed program. These accrediting and licensing bodies provide a great deal of information on expectations for students once they enter the professional field, as well as expectations for competencies students should reach before they graduate. Visits from these bodies allow for opportunities to review best practices and benchmark against other programs.

Affiliation Agreements/MOUs

The College partners with multiple businesses and industries to offer alternatives to traditional classes or to give students hands-on training opportunities through affiliation agreements and MOUs. Through these, departments have access to professionals who can communicate needs of the student, college, and the profession and agency.

Other Educational Institutions

The College actively collaborates with other higher educational institutions within the framework of the Northwest Ohio Regional Compact as well as the multiple state initiatives surrounding transfer. Through these initiatives, faculty and staff meet regularly with other institutional colleagues to discuss and share best practices and trends.

Graduate Follow-up Survey

The College regularly gathers feedback from recent graduates regarding the skills learned during their Owens experience and how those skills prepared them for their current position. The student responses inform program modifications that allow the College to best prepare students for work in their prospective field.

Business and Industry Visits

Multiple academic departments meet with business and industry to develop a one-on-one relationship. These visits include both formal and informal meetings to discuss curricular needs or industry changes that would impact degree and certificate programs.

In addition to stakeholders of the individual academic schools, the College partners with many four-year universities in the area. These include The University of Toledo, Bowling Green State University, the University of Findlay, and Lourdes University. Partnerships have also been created with area two-year colleges, such as Northwest State Community College and Terra State Community College, through the use of MOU's related to individual academic programs.

The College, along with its 4-year institutional partners, identified a need to better align academic pathways for students who start at Owens and transfer to a 4-year university. Also recognizing that early connections with the 4-year partner can ensure a smoother transition and transfer, Owens created the Express Partnerships. Using Owens' mascot, the Express, the first program was created in November 2015 with BGSU and named the [Falcon Express](#), using both schools' mascots. It was followed by the [Rocket Express](#) program with the University of Toledo in March 2017 and the [Gray Wolf Express](#) with Lourdes University in October 2018. The Express programs lock a student in to the 4-year program of study at the Express partner upon joining the program at Owens. This ensures a greater ability transfer credits once the student matriculates after completion of a two-year

degree at Owens. Through the Owens student portal, students in any of the Express programs can see in real time how their Owens credits are applied to their program at the 4-year partner, allowing them to track their degree progress there,

Owens recently signed a [Regional Compact Agreement](#), a State of Ohio mandate that commits all 4-year and-2 year institutional partners in northwest Ohio to new and future collaborations. The Compact is discussed in 4P4.

In addition to its collaborations with other higher education institutions, Owens partners with K-12 districts to determine their needs. These relationships are built through a variety of hosted events at the College to engage in dialogue. These events include:

- Counselor Update – audience: HS counselors, Career Technical Directors, and secondary administrations. The College provides updates about services and academic programs, as well as engages the attendees in conversation to collect feedback about their needs and requests.
- Community Partner Breakfast – audience: local agencies, organizations, and business. The College provides updates about services and academic programs, as well as engages the attendees in conversation to collect feedback about their needs and desires.
- Superintendent Breakfast – audience: local K-12 superintendents, presidents, and principals. This event provides an opportunity for K-12 administrators to discuss and participate in conversation about success and challenges on a local and state level. Topics of conversation have included high school graduation requirements, dual enrollment legislation, and trends and job outlook.

Admissions Representatives focus on relationship management with stakeholders and prospective students in their assigned regions and serve on career-technical center and business advisory committees to sustain communication with community and K-12 partners.

The Admissions Office also maintains secondary articulation agreements for the College Credit Plus program. The agreements, developed in collaboration with Academic Affairs, provide opportunities for students to receive credit for experience and education earned while in high school.

Alumni, area employers, and community partners are additional College stakeholders of focus.

- Alumni – the Alumni Association is a separate 501c (3) organization. The office of Alumni Affairs reaches out to current students and alumni through grassroots efforts to connect with alumni individually. Alumni Affairs also connects with current students and partners through Career Services, for professional networking and mock interview sessions. In an effort to engage future alumni, Alumni Affairs collaborates with additional departments across campus, such as student government, student life, and Veterans services.
- Employers and Community Partners – As employees of a community college, nearly everyone across campus has ties to the community and engages in outreach to employers and community partners. The Office of Community Outreach has had success with the food pantry, service learning activities, and civic ambassadors. The College stays connected with business and the community through Rotary memberships, Chamber of Commerce connections, state associations, OACC, etc. The President recently engaged with members of the external community through the strategic planning structured conversations that began in September 2018.

Owens determines the needs of career and transfer partners in several ways. After the college-wide [Job Fairs](#) held each semester, employers receive an [electronic survey](#) on which they can provide

feedback. At the Job Fairs, Career Services Advisors and other Owens team members engage employers for internship ideas, alumni relations connections, veteran services partnerships, workforce training opportunities, and networking on a more informal level. This information is not formally collected; however, it is shared among Owens team members in the debrief meetings that occur after the events.

Students who intend to transfer after their education at Owens are served in many ways. Career and Transfer Services hosts monthly check-in meetings with the four-year Transfer Advisors. The four-year Transfer Advisors are funded by area four-year institutions and share work space on the Owens campus. These meetings provide the four-year Transfer Advisors and the Owens Career and Transfer Services Advisor opportunities to discuss best practices, share student challenges and successes, and identify and implement improved services for students.

Owens also hosts a [Transfer Fair](#) each semester. With representatives from approximately 28 four-year colleges and universities in attendance, students have the opportunity to learn more about the transfer process and several transfer options. During the Transfer Fair, Owens representatives engage four-year partners to learn how to better serve them and students. The Falcon Express, Rocket Express, and Gray Wolf Express programs provide Owens a strategic connection and on-going communications with three of its key four-year partners.

The College's Workforce and Community Services department serves the needs of students and area companies using the following techniques:

- Maintaining relationships (phone calls, site visits, emails)
- Flyers
- Catalog
- Advisory Boards
- Economic development board meetings
- Chamber meetings
- Workforce development board meetings
- MOU's with OMJ, Jobs Ohio, and Fostoria Learning Center

In 2017-18, the Workforce division served 10,592 students and 73 companies

2R3: RESULTS

Owens Community College has developed program and [course transfer and articulation agreements](#) with the more than 30 colleges and universities listed below and on the website. Some agreements are for more than one program at that institution. Additional programs and agreements for articulation are under development.

- Antioch College
- Ashland University
- Bluffton University
- Bowling Green State University
- Chamberlin University
- Cleveland State University
- Defiance College
- Eastern Kentucky University

- Eastern Michigan University
- Excelsior College
- Ferris State University
- Fort Hays State University
- Franklin University
- Heidelberg University
- Indiana Wesleyan University
- Lourdes University
- Mercy College of Ohio
- Notre Dame College
- Ohio Northern University
- Ohio State University
- Ohio University
- Salem University
- Siena Heights University
- Spring Arbor University
- Tiffin University
- University of Cincinnati
- University of Detroit Mercy
- University of Findlay
- University of Toledo
- Walsh College
- Western Governors University
- Youngstown State University

A three-year trend of Owens' transfer student outcomes is discussed in 2R2, as is information from the Job Fairs.

2I3: IMPROVEMENT

CCP

Many CCP students earn enough credit hours at Owens to bring them close to completing a degree or certificate. The College will continue to explore the most effective way to connect CCP students to their desired program of study and smooth the transition from high school to college enrollment at Owens. The College also is planning for CCP Information Nights across the service district with the goal of educating families on what College Credit Plus is in a general sense, not just specific to Owens, to create better access and understanding of the opportunity that CCP presents.

Express Programs

Teams from the College and each 4-year partner will meet to establish how each institution will define success for its Express program. Once that is established, benchmarks can be created and measured to ensure the partnership is meeting the needs of both institutions.

Continued development of Express Programs with new 4-year partners is an area of improvement, and continued collaboration with existing partners to create additional opportunities for students to be connected to the 4-year partner early in their educational experience.

Job and Transfer Fairs

For both job and transfer fairs, the college will work to increase student participation from all College locations. Exploring new and different communication strategies and partnerships across the institution will be critical in getting increased numbers of students to attend.

Partnerships

The College intends to develop quantitative ways to seek input from its partners regarding needs, satisfaction with current practices, and ideas for future collaborations. The alumni association is also discussing opportunities to conduct surveys, host focus groups, or other means to gather feedback.

Sources

- 2.1 October 2018 Job Fair Employer list
- 2.1 October 2018 Transfer Fair Rep List
- 5C - NW Ohio Region Higher Educ Compact.signed 3.20.18
- Articulation Agreements
- Falcon Express
- Gray Wolf Express
- Job Fair Survey
- Rocket Express
- Student Non Academic Appeal Policy

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4a. Collecting complaint information from students

The College has [various processes](#) for collecting, addressing, and communicating actions from student or other stakeholders when grievances have been filed.

Student Government facilitates collecting student feedback, including complaints, through [Feedback Forms](#), discussion and dialogue sessions, and the Student Government [FAQ webpage](#). Feedback Forms can be submitted in paper or electronically. Student Experience posters, displayed on campus each semester, inform students on how to share their experience through the Student Government's feedback processes.

Student Government hosts a Discussion and Dialogue Session each semester. Students are notified of

these sessions through marketing materials. Various campus administrators are invited to the session and students are able to talk directly to administrators about campus feedback. Administrators provide real-time responses to the attendees. During the session, Student Government reads Feedback Forms for response from an administrator. Student Government posts questions and responses from these sessions on the FAQ page.

An online [Incident Reporting form](#) is available for behavioral complaints. This form is utilized for Student Code of Conduct violations, to report concerning behavior for students, or for Title IX violations for students and employees. The form can also be accessed on the Owens homepage. Anyone can submit through the Incident Reporting Form, including students, employees, or anyone external to the campus community.

There is a [Student Non-Academic Appeal Policy and Procedure](#) for students to utilize when a student disagrees with a decision or action (excluding academic and disciplinary issues) of an employee. Students initiate the appeal process by discussing the action with the employee, then the immediate supervisor of the employee. If an acceptable resolution is not found, the student may file a formal appeal.

Two surveys, the [Student Satisfaction Survey](#) and the [Graduate Exit Survey](#), provide valuable feedback on College programs and services, including the complaint process.

Recently, the School of Liberal Arts implemented an [Intake Form for Student Concerns and Issues](#) that the student completes when making a complaint. The form has space for the complaint, administration follow-up, and resolution notes. The process has been expanded to all schools.

2P4b. Collecting complaint information from other key stakeholders

College stakeholders, both internal and external, may utilize an [online comment form](#) that is available for questions or complaints.

The Collective Bargaining Agreement grievance process involves disputes concerning interpretation and/or application of the specific term of the Agreement. The Non-Bargaining Employee Grievance Policy addresses grievances regarding a College regulation, rule, procedure, or problem that is raised by non-bargaining unit employees.

2P4c. Learning from complaint information and determining actions

Complaints are forwarded to the appropriate office for action and resolution. Complaint information may be taken to various College committees, departmental meetings, or stakeholders for systemic changes necessary to improve experiences at the College. Members of the [Student and Academic Support Services Committee](#) (SASS) are leaders of direct services areas in Academic Affairs and Student Services. The Committee discusses current practices and identifies roadblocks to student success and access. This committee also discusses solutions to remove roadblocks for students and recommends appropriate action in response to complaints.

2P4d. Communicating actions to students and other key stakeholders

Student Government updates its FAQ page when new topics are brought forward from Feedback Forms or from Discussion and Dialogue sessions. The [FAQ page](#) features different categories of questions including Food Service, Student Services, Public Safety, Facilities and Parking, Tuition and Fees, Academic Affairs, and Technology Services. The page is advertised on the Student Experience

poster and on the Student Government website.

2P4e. Selecting the tools, methods and instruments to evaluate complaint resolution

There are several tools used to evaluate complaint resolution depending on where the complaint is filed. Incident Reporting Form complaints are stored using software Maxient. Maxient has the capability to produce analytic reports to evaluate complaints by any of the stored fields. For other complaints, offices determine the most appropriate tools for tracking and evaluating complaints in their respective areas.

2R4: RESULTS

Results of the student complaint process are listed below.

Since the [Student Government FAQ](#) was implemented in 2016, there have been 760 hits to the page.

Each complaint stored in Maxient contains the complaint type, where it was assigned for resolution, the hearing officer, hearing date, and the deadline for resolution. The [2017 report](#) shows 156 complaints filed.

Two questions on the Student Satisfaction Survey address the complaint process.

2017 Student Satisfaction Survey			
<i>Question</i>	<i>Avg</i>	<i>% Satis</i>	<i>N</i>
Owens has been responsive to my complaints, feedback and suggestions	4.95	87.6%	1,134
Opportunities to express complaints are readily available	4.86	85.4%	1,366

2I4: IMPROVEMENT

Currently, Owens offers [many methods](#) for students and stakeholders to file complaints. An evaluation of a centralized complaint process is planned. Centralizing the process could provide the ability to analyze the complaints and allow the College to produce and implement changes.

Sources

- 2.1 Student Government Concern Form
- 2.4 Complaint Processes Response
- 2.4 Sample Maxient Analytics.pdf
- 2.4 SLA Intake Form for Student Concerns and Issues

- Fall 2017 Student Satisfaction Survey Results
- Graduate Exit Survey Summary Report for Web
- Incident Reporting Form
- Online Comment Form
- SASS
- SGFrequently Asked Questions
- Student Non Academic Appeal Policy

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5a. Selecting partners for collaboration (e.g., other education institutions, civic organizations, businesses)

Owens Community College is a key partner in Northwest Ohio. At its foundation is the current [mission](#) of the college, which addresses the needs of the students and the communities the College serves, and the current [vision](#), which focuses on strengthening the community through education. Among the [2018 Strategic Priorities](#) (4P2) was a goal focused on partnerships: *Create new partnerships with employers, education providers, and community based organizations and deepen/intensify existing partnerships.*

The College asks questions regarding the impact of its partnership and what steps to take to ensure participants understand the educational credentials available and the affordability and ease in

obtaining them. When new partnerships are established, entities discuss what defines a successful outcome; these could include enrollment, certificate or degree attainment, internship placement, job placement and industry credential obtainment.

Strong partnerships with area secondary school districts and 4-year institutions are essential to student success. The Ohio Department of Higher Education and the Ohio Department of Education continue to support ways for collaboration that best serves the State's students such as the use of CTAGs (career technical assurance guides) and the One-Year Option program. Both initiatives are designed to ensure students are granted prior learning credit thus decreasing their time to degree.

2P5b. Building and maintaining relationships with partners

The President, Vice Presidents, and Academic Deans have regular meetings to discuss the needs of the College and the community. Opportunities often arise through announced initiatives that prompt discussion on possible partnerships, financial risk, political ramifications, etc. Opportunities present themselves at many levels of the institution and are brought to the Vice Presidents for discussion.

Owens continually seeks partnerships that leverage the best from both parties. One such example is the partnership with the Fostoria Learning Center (FLC), located in Fostoria, Ohio, approximately 30 miles from Owens. The FLC is a non-profit organization that provides programming in high demand career and job fields by partnering with industry, higher education institutions, and area agencies. In Fall 2018, due to the need for an education provider, the College offered welding courses at FLC for the first time.

2P5c. Selecting the tools, methods, and instruments to assess partnership effectiveness

Partnerships are tracked by the College is a variety of ways. Many of the College's collaborative relationships involve contracts. Any contract/ agreement/MOU that binds the college financially or through obligation, must be reviewed before signing. The individual requesting the review completes a [Request for Contract Review form](#). The form is signed by the individual to certify that s/he is responsible for ensuring that the College can meet its obligations, and that the goods/services are in the best interest of the college. The appropriate VP also signs the request form. Once general counsel approves the contract, it is forwarded to the Business Affairs office for review and approval by the CFO.

Organizations with whom the College has existing MOU's are tracked in Legal Services and documents are scanned to the College's electronic document retrieval system. Current [articulation agreements](#) are posted on the College website for students interested in transferring.

Student interest in the Express Programs is tracked through the Records Office. Admissions tracks the various high schools and career centers with which they partner each year, and maintains a list of any new or possible partnerships to explore. Surveys of Advisory Board members also provide a means to assess the effectiveness of those partnerships. Results from a few programs are included in 1R2.

2P5d. Evaluating the degree to which collaborations and partnerships are effective

Partnerships within the community, whether with an educational institution, governmental agency, or employers, are continually evaluated to ensure the needs of the community and the students are being met in an equitable and timely manner. This information is often more qualitative in nature than

quantitative.

The College administration educates the community about Owens Community College and the footprint of the college by presenting at local non-profit organizations, such as Rotary, Kiwanis, educational growth partnerships, and area chamber of commerce organizations.

Faculty and staff are members of advisory committees within the community, just as community members serve on program advisory committees at the College. Communication with industry and the workforce is fundamental to ensure that partnerships are providing the desired outcomes for students, as well as the workforce.

2R5: RESULTS

The results of Owens' partnerships with various sectors follow.

Secondary Education Partners

College Credit Plus (CCP)

The College has maintained agreements with K-12 partners since the inception of the legislatively-driven CCP program, and has experienced continual growth in enrollment for students earning both secondary and college credit.

2015-2016 Academic Year – 92 agreements

2016-2017 Academic Year – 103 agreements

2017-2018 Academic Year – 110 agreements

2018-2019 Academic Year – 108 agreements

Career Technical Education

The College partners with Ohio Tech Prep, a non-duplicative, integrated educational pathway that supports the needs of all Ohio's career technical planning districts, community colleges, and universities. As a partner, Owens provides space on campus for a Tech Prep consultant. This unique and innovative relationship allows Owens direct access to the organization. Tech Prep provides support to Owens and K-12 partners and helps to maintain and strengthen relationships between the two. Many area career technical programs visit campus for hands-on experiences, allowing the students to be eligible to test for an industry credential. The College also creates opportunities for these students to attend classes.

Community Partners

Local Collaborations

As a valued member of the community, Owens is proud to partner on initiatives that strengthen the area workforce. The College maintains office hours with local agencies to support individuals seeking stable housing and employment, and has installed equipment allowing courses to be delivered to individuals onsite. The Admissions Office also holds regular, publicized hours in local community agencies as an outreach to recent offenders and families regarding programs and future workforce needs.

University Partnerships

Articulation Agreements

Owens Community College has more than 30 [transfer/articulation agreements](#). The agreements represent both in-state, out of state, as well as both public and private institutions. The College also has articulation agreements specific to registered nursing and practical nursing to registered nursing bridge programs. These programs are available both in person and online.

Express Programs

Owens Community College is a proud partner with Bowling Green State University, the University of Toledo, and Lourdes University for the [Falcon Express](#), [Rocket Express](#), and [Gray Wolf Express](#) programs. Prospective and new students at Owens have the opportunity to identify on the admissions application their interest in completing a four-year degree at one of these institution. The student’s information is shared with the partnering college, allowing the four-year institution to communicate with and support the student while enrolled at Owens. Current students can also opt in to the Express programs (2P3). The number of students showing interest in the programs, as well as the number of students registered in the Fall 2018 cohort, are in the table below.

Owens Express Programs		
<i>Partner Institution</i>	<i>Interested</i>	<i>Registered</i>
BGSU	4,987	36*
University of Toledo	5,487	1,325
Lourdes	2	2

*The Falcon Express program requires students to complete a secondary application; students are automatically placed in the other two programs once interest is indicated

National Collaborations and Business and Industry Collaboration

The College works closely with local partners, including neighboring colleges, to participate in grant programs that support the needs of the community.

Through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, Owens received \$1 million dollars from the U.S. Department of Labor to create or expand job-driven training for the advanced manufacturing industry. The Ohio Technical Skills Innovation Network, or Ohio TechNet consortium, is a partnership between 11 community colleges, serving 71 of Ohio’s 88 counties to assist adult students n obtaining industry-recognized credentials, resulting in strengthened skills and household supporting jobs.

As the education partner for the Youth Career Connect (YCC) grant, Owens provided a full-time College Coach to Toledo Public Schools. The Department of Labor grant, which ended in June 2018, focused on specific career-technical training programs offered on site in the school district. Participating programs included precision machining, supply chain management, and electrical/electronics. The College Coach provided intrusive and holistic support regarding academic programs, met with participating students onsite at their respective high schools, and planned, implemented, and executed college visits. The college visits included career exploration and hands on activities. The College supported [420 students](#) through the grant.

The Health Profession Opportunity Grant (HPOG), administered by the Administration for Children and Families, U.S. Department of Health & Human Services, is an opportunity for low-income individuals to earn a credential in a high-demand healthcare field. Owens is not the grant administrator but works closely with the grant staff to provide enrollment information and support; to date, Owens has received \$359,376 in tuition and fees from the grant.

Owens Community College, in partnerships with six other educational institutions in the region, received funds to continue to establish support for workforce development efforts. The grant, the Ohio Board of Regents Regionally Aligned Priorities in Delivering Skills program (RAPIDS) provided funding for training equipment and materials, which can also be used as portable classrooms. Training supports multiple industries including manufacturing, refineries, power plants, and more.

State Agencies

Owens Community College continues to partner with the Ohio Association of Community Colleges (OACC). As the legislative representative for twenty- three community colleges in Ohio, OACC provides frequent support and direction regarding the political landscape and state initiatives. Owens also participates in OACC-facilitated communication and meetings with key college leaders, including the President/CEO, Provost/CAO, CFO, Student Services, and Human Resources.

2I5: IMPROVEMENT

As a result of the current Strategic Planning Process, the College will be better able to identify community needs that may be currently unknown. Once this is established, potential partners can be identified and relationships cultivated.

A systematic way to track partnerships, identify who at the College is responsible for cultivating specific relationships, and determining how to measure their effectiveness is an area in need of improvement for the College.

Continuing to work with area 2-year and 4-year schools to identify opportunities for collaboration and efficiency is critical to the continued success of the College.

Furthering existing partnerships that are in an early phase, such as with the Toledo Lucas County Public Library and Cherry Street Mission's Life Revitalization Center will be important as the College address the needs of the local communities.

Sources

- 1A - 2018 - Mission and Vision Screen Shot 07 23 2018
- Articulation Agreements
- Falcon Express
- FY 2018 Strategic Priorities FINAL
- Gray Wolf Express
- Request for contract review form
- Rocket Express
- What is the Student Success Leadership Institute
- Youth Career Connect Event

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1a. Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Owens Community College recognizes the importance of a motivated, competitively compensated,

and successful workforce. The guiding vision for both recruitment and hiring focuses on all College departments having the resources and support to ensure that qualified faculty and staff are strategically placed in open positions across campus. College employees, regardless of their position, all play a critical role in ensuring student success. Currently, in 2018, Owens employs 147 full-time faculty, 342 full-time staff, 29 part-time staff, and 547 adjunct faculty.

The College's well-defined recruiting and hiring processes, complemented by detailed job descriptions, screening templates and interview questions based on job competencies, were appraised as a strength in the previous AQIP Systems Portfolio. The College continues to focus on ensuring employees possess required credentials for all positions. Human Resources (HR) utilizes selection committees for key positions at the College. Employees volunteer their time to serve on selection/search committees, and HR is responsible for providing training, coaching, and feedback for these employees. A number of tools are available to assist [search committees](#), including worksheets and templates, to develop sound interview questions and to screen applicants objectively.

The College follows several procedural steps in the [hiring process](#) of a new employee. The first step in hiring for a vacant position or newly-created position is to receive approval from the four Vice Presidents, they make decisions regarding whether a position will be filled based on institutional need and financial/budgetary considerations. After VP approval, the hiring authority (e.g., an academic Chair or a department head) notifies Human Resources and the Budget Department of the approved position and creates or modifies the position description in the College's Talent Management System – PeopleAdmin. It is key for each hiring authority to verify that the position description exemplifies the exact needs/requirements of the soon-to-be filled position.

The Manager of Human Resources Information Systems (HRIS) reviews pay rates and the new job's essential functions by comparing the position to similar ones both within and [outside the College](#). The HRIS Manager also requests that the hiring authority send a posting containing the scope of the position, minimum qualifications, essential functions, and department account information so the Human Resources Employment Specialist can advertise the position. Each position is listed on the Owens Community College website for ten business days before the search committee begins to review applications.

Depending on the nature of the position, one or more recruitment methods are utilized such as print advertising in local and/or national publications and trade journals, posting on web-based job search sites, advertisement at student job fairs, internal job postings, and advertising with various professional associations. A few specific advertising methods for job postings the College utilizes include: Indeed, HigherEd Jobs, Monster.com, Owens Community College Facebook page, and The Toledo Blade.

The College conducts a required orientation session for newly hired regular full-time and part-time employees. Known as [Owens New Employee \(ONE\) Orientation](#), the two-day training covers topics such as the College organizational chart; overview of the College's mission, vision, and values; payroll processes; policy and procedures review; workplace safety; anti-harassment and discrimination training, etc. Employees receive information related to the four bargaining unit employee groups at the College (faculty, support staff, police officers, and dispatchers), including Intranet website links to each negotiated contract; they also receive a copy of their job description. One important topic that is covered in the new employee orientation program is [prevention of sexual misconduct and violence on campus](#).

All new full-time employees also attend a separate one-on-one orientation with the HR benefits department. This session covers the College's healthcare plan options, supplemental coverage

options, employee leave time, and other benefits-related information. Employees also have access to an [E-Handbook](#) through the College’s intranet.

3P1b. Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs.

Employee skills and credentials are determined by the needs of specific disciplines and accrediting bodies. The Higher Learning Commission and the ODHE [Academics Program manual](#) provide the necessary standards related to each discipline requiring accreditation, as well as the degree levels required for the various faculty positions for teaching on campus and in College Credit Plus, the State’s dual credit program. When advertising for faculty positions, the College’s job descriptions provide all required expectations and credentialing requirements for faculty members. Owens’ Human Resources Department also requires background checks and professional reference checks as a means to confirm applicants’ credentials and qualifications. In addition, the Provost/VP Academic Affairs reviews applicants to ensure the credentials they possess match the predetermined requirements of the position.

3P1c. Ensuring the institution has sufficient numbers of faculty only to carry out both classroom and non-classroom programs and activities (3.C.1)

Owens continues to ensure a sufficient number of faculty by determining the staffing levels needed to provide high quality services, including helping students learn, enriching students’ educational experience, and preparing them for academic and professional success. These staffing-level determinations are made primarily through the Provost/VP of Academic Affairs.

The College and all associated governing bodies require qualified faculty members be assigned to teach each course. At Owens, no courses or labs are taught by students or teaching assistants. Based on academic needs and requirements, the number of sections offered guides the number of instructors needed. The majority of the College’s classes are capped at 32 students. Over the past five years, the average class size has remained at about 13, allowing for individualized attention to students.

Average Class Size by Academic Year				
2014	2015	2016	2017	2018
14.1	13.6	12.8	13.4	12.9

Department Chairs review the trends related to class offerings each semester to determine the number of part-time faculty needed. Chairs keep an open adjunct pool classification for staffing needs. These adjunct pools are populated through periodic job postings as well as word of mouth. In addition, Owens is fortunate to be geographically close to two large state universities, allowing for networking opportunities and for adjunct instructors to teach courses at several higher education institutions.

If a full-time faculty member leaves the institution, the Department Chair works with his or her dean to evaluate whether a full-time faculty replacement is needed in that area. They review data such as course and program demand, graduation and placement rates, salaries, accreditation requirements, assessment reports, and availability of adjunct instruction. If a full-time faculty is considered necessary, the department chair and dean put forward a hiring proposal to the Vice Presidents for

consideration and potential approval.

Full-time faculty additions can occur if a program is added or if there is significant program growth. Department heads review employment forecasts and gather input from external stakeholders such as area businesses and industries. If there is a need to hire full-time faculty, additional analysis is conducted, including review of data in the [Program Review and Evaluation report](#) (PREP), assessment, expertise needed, and accreditation standards. Faculty lines are prioritized through discussions with the Dean and the Provost/VP Academic Affairs.

Overall, planning for changes in personnel within the faculty ranks continues to be a strength of the College. It occurs within three cycles: strategic planning, operational planning, and budgeting. Within the strategic planning cycle, the department chair reviews trends and forecasts opportunities and challenges within the academic program. In the operational planning and budgeting cycle, if an analysis of the data in the PREP and the [Student Learning Assessment Report](#) (1P2) shows a need (staffing shortage, program development, student assessment results, etc.), a hiring recommendation is made and the process described above is followed.

The College currently has 29 faculty members who advise a total of 28 [student organizations](#). Several organizations have two advisors. All student organizations must have at least one advisor who is a current Owens employee. The role of the advisor is to challenge and support the students through organizational development, decision-making, policy interpretation, procedural issues, and the execution of student-initiated ideas. The advisors also mentor, provide guidance, assist with funding initiatives, event planning, membership management, and travel.

Advisors must attend annual student organization training, participate in [Responsible Employee Title IX training](#) annually, attend meetings and events, and travel with the student organization if travel is overnight. Owens Community College prepares and updates the [Registered Student Organization Manual](#) annually.

3P1d. Ensuring the acquisition of sufficient numbers of staff to provide student support services

The Student Services Division monitors the number of students utilizing the services of a given office and makes staffing decisions based on demand. Academic advising, for example, regularly tracks the advisor-to-student ratio for a given case load. The Student Services Division works to ensure staff coverage to provide timely and accurate service for students. The Division has added staff in the areas of Veterans Services and Student Life as the demands in those areas have recently increased. Overall, the Division follows national standards related to community colleges and student needs, and strives to obtain a best practice number of staff to serve students.

3P1e. Tracking outcomes/measures utilizing appropriate tools

The College utilizes the web-based tool PeopleAdmin for all aspects of talent management. PeopleAdmin provides tools that allow the College to streamline its hiring processes, efficiently manage positions and employee performance, and develop compliant audit trails for tracking employees.

The Manager, Human Resources Information Systems, completes surveys and runs monthly reports from data contained in Banner, the College's Enterprise Resource Planning (ERP) system, and from the Talent Management System in PeopleAdmin. Using these data, the College prepares analyses on the number of employees, ethnicity and race of employees, degrees held by employees, and employee separations.

The [Electronic Personnel Action Form](#) (EPAF) is used by hiring authorities and support staff to enter information in Banner for an employee to be paid. EPAFs also allow departments to submit online requests to update employee job records. These requests move through a predefined approval queue and then are posted to the employee’s record. The form has parameters that prevent errors and allows for simple data entry. This process creates efficiencies for data entry and for HR as processing time is minimized. EPAF training is provided for new users.

The [Employment Recommendation](#) (ER) form is a tool used to create a record in Banner for newly-hired employees or rehired employees. The form contains the employee’s name, job position, start date, end date, index, account, percent, title of the position, hours, pay rate, and any special terms and conditions. The ER form is used to verify that data from the Talent Management aligns with the class schedule data to ensure proper payment.

3R1: RESULTS

As discussed, the Fiscal Watch and financial recovery periods required a fair and reasonable re-alignment of the workforce. The numbers below show that the decrease in full-time faculty and fulltime staff over the past five years was the same, 23%.

Number of Employees

	2013	2014	2015	2016	2017
FT Faculty	198	191	182	156	152
FT Staff	436	404	368	347	335
PT Staff	45	31	28	27	31
Adjunct	420	387	339	268	598

The number of separations and new hires also shows the recovery years when Owens began to hire again.

New Hires and Separations

Year	2014	2015	2016	2017
New Hires	332	277	354	319
Separations	249	278	265	230

Summary tables of the number of employees as of December 2017, are below. Tables do not include adjunct faculty.

Number of Employees by Category and Gender

Occupations	EEO Code	Males	Females	Total	% of Total - Occupations
Officials and Managers	10	24	33	57	11%
Faculty	20	68	81	149	30%
Professionals	30	33	91	124	25%
Technical	40	22	25	47	9%
Sales Workers				0	0%
Office and Clerical	50	15	67	82	16%
Craft Person (Skilled)	60	10	0	10	2%
Operatives				0	0%
Laborers (Unskilled)				0	0%
Service Workers	70	25	9	34	7%
Total		197	306	503	100%
% of Total - Gender		39%	61%	100%	

Number of Employees by Category and Race

Occupations	Black	Hispanic	White	Other	Total
Officials and Managers	2	0	52	3	57
Faculty	4	2	136	7	149

Professionals	2	5	112	5	124
Technical	0	0	45	2	47
Sales Workers	0	0	0	0	0
Office and Clerical	3	3	76	0	82
Craft Person (Skilled)	0	0	10	0	10
Operatives	0	0	0	0	0
Laborers (Unskilled)	0	0	0	0	0
Service Workers	2	1	31	0	34
Total	13	11	462	17	503
% of Total - Race	2.6%	2.2%	91.8%	3.4%	100.0%

Several data reports are prepared monthly by HR with various counts and information for decision-making. Data are predominantly from the HR database, PeopleAdmin (PA). The reports include

- [PA Advertised Source by EEO Data](#)—Counts of applicants who have applied or created an account in People Admin; ethnicity, if provided, and source of information about the position.
- [PA Count of apps to jobs to dates](#)—Number of applicants who have applied for a position at Owens from January 1, 2018 thru October 31, 2018
- [PA Count of postings by status dates](#)—The status of positions and where they are in the queue from January 1, 2018 thru October 31, 2018
- [PA EEO date by date](#)—Applicants by ethnicity from January 1, 2018 thru October 31, 2018
- [PA Time to fill](#)—Time to fill positions (number of days) for 2018.
- [PA Web hits per month](#)—Number of hits on the People Admin position by month and by page.
- [PA Web hits per week](#)—Number of hits on the People Admin position by week and by page.

The College also tracks HR data for its annual IPEDS survey submission. Two tables from the most recent [IPEDS Data Feedback Report](#) provide comparisons for Fall 2016. In most occupational categories, Owens is similar to its peers in the number of employees. The average salaries table, however, shows Owens consistently lower than its peers. Several of the peers selected by IPEDS

include colleges in large cities (Cleveland, Chicago, Detroit, Milwaukee); Owens uses the Ohio Association of Community Colleges Compensation Survey Report for HR benchmarking.

Number of Fulltime Equivalent Staff		
Staff Category	Owens	IPEDS Peer Group
Postsecondary Teachers and staff	350	343
Instructional Support occupations	39	76
Management	76	67
Business and financial operations	34	27
Computer, engineering, and science	31	22
Community service, legal, arts, and media	45	29
Healthcare	0	0
Other	127	190

Average Salary by Rank

Academic Rank	Owens	IPEDS Peer Group
All ranks	\$ 58,198	\$ 76,425
Professor	\$ 69,415	\$ 91,515
Associate Professor	\$ 51,810	\$ 85,067
Assistant Professor	\$ 58,073	\$ 72,563
Instructor	\$ 46,937	\$ 65,658

Information on the [highest degree earned](#) indicates that 30 full-time Owens faculty members have doctorates, which is 20% of the faculty.

The number of full-time faculty at Owens compares favorably to the community colleges in Ohio.

Number of Full-time Faculty

Ohio Community College	# of Full-time Faculty
Belmont College	30
Central Ohio Technical College	59
Clark State Community College	81
Columbus State	348
Edison State Community College	50
Lakeland Community College	130
Marion Technical College	48
North Central state College	48
Northwest State Community College	36
Owens Community College	147
Sinclair Community College	301
Southern State Community College	50
Stark State	182
Terra State Community College	33
Washington State Community College	44
Zane State College	48

Over the years, the College has offered a voluntary cash separation program for full-time employees eligible to retire from Ohio's State Teachers Retirement System (STRS), the School Employees

Retirement System (SERS), the Public Employees Retirement System (PERS) or Alternate Retirement Plans. During the financial recovery period, 29 employees were or became eligible for retirement and chose to participate in the cash separation program in July 2015. Their years of seniority ranged from 25.1 years to 37.8 years.

3I1: IMPROVEMENT

During financial recovery, the College instituted the formalized process discussed in 3P1 for filling new positions or refilling old positions. This newly created process is a significant improvement from the past when limited financial and other controls were in place to prevent un-justified hirings. All replacement positions are now discussed among the four Vice Presidents who make decisions based on College need and financial considerations, including availability of budget to fund the position.

Some process improvements that will be considered and/or implemented in the next one to three years include:

- Review of job posting advertising methods and opportunities
- Review of the new employee orientation process in search of ways to streamline and advance the process. Sometimes new employees wait several months before undergoing the official Owens New Employee orientation due to scheduling difficulties with multiple department presenters during the orientation
- Review of the new hire process and procedures in order to ensure the HR Department is providing concise, prompt, and efficient advice and information for each potential hire situation
- Creation of an internal satisfaction survey for hiring and the Owens New Employee orientation process
- Provide online tutorials explaining employee health care benefits and all other supplemental benefits
- Provide substantive and substantial dedication to studying and improving employee diversity

Sources

- 1P2f.Outcomes Assessment 2017.2018
- Academic-Program-Review-Guidelines_FINAL_042915
- Compensation Survey 2017 OACC
- Employee Recommendation Manual ER
- EPAFs Training Manual
- ipeds_dfr_2017
- ONE Binder 2
- Orientation (ONE) Binder
- PA adv source by EEO data
- PA count of apps to jobs by dates
- PA count postings by status dates
- PA EEO date by date
- PA Time to Fill

- PA web hits per month
- PA web hits per week
- People Admin hiring process
- PREP Form
- PREP Reporting Schedule
- RSO Manual
- Search Comm Binder example
- Student Organizations
- Title IX training College Campus Safety with Not Anymore

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2a. Designing performance evaluation systems for all employees

Work performance appraisals at Owens Community College had not been consistent over the past several years, resulting in many long-term employees without formal evaluations in place. The former performance appraisals were described as clunky and lengthy, with little to no value to

supervisors or to the employees being evaluated. Recent new leadership in the HR Department, however, has articulated the value and need for a renewed emphasis on performance evaluations and is currently launching a new process.

Other major areas identified for attention and significant improvement include a college-wide compensation review, more comprehensive supervisor training, renewed emphasis on diversity, and a comprehensive review of the hiring and on-boarding process.

In Fall 2018 a new performance appraisal process was designed to be simple and open-ended. Current trends in performance appraisal suggest that evaluations be simpler, more frequent, and meaningful. Following the guidance of organizations such as the Society for Human Resource Management (SHRM), Human Resources created a 5-question [performance appraisal](#) which, for most employees, will occur twice a year. The five questions for the supervisor and the employee to address include:

Supervisor Questions and Responses:

1. What is the employee doing well?
2. What are areas (if any) of the employee's work performance needing improvement?
3. If applicable, what goals for the employee have been achieved since the last performance appraisal was completed?
4. What new goals should be accomplished by the employee and by when?

Employee Responses to the performance appraisal:

5. Employee's response(s) to this performance appraisal.

The newly-instituted performance appraisal ensures that supervisors and those they supervise are meeting regularly to discuss work performance and to set specific goals for performance in six-month intervals. The HR Department will provide supervisor training regarding the new performance appraisal process prior to implementation in the Spring 2019.

The non-bargaining units and some of the bargaining unit employees currently use a [separate evaluation process](#). That process has been re-developed, with an emphasis on simplification and increased frequency of formal performance appraisals.

3P2b. Soliciting input from and communicating expectations to faculty, staff and administrators

Owens Community College solicits information and communicates expectations to its employees in a variety of ways.

Faculty evaluations are done yearly for tenure-track faculty and every three years for tenured faculty. Department Chairs review adjunct faculty. Students complete [course evaluations](#) each semester. These evaluations continue to be reviewed by College faculty members' department heads in accordance with the relevant bargaining contract. During [opening week](#) in August each year, the Provost, Deans, Chairs, and faculty engage in conversation and share information about the upcoming school year (see 3P3). Faculty and staff also recently provided input to the new 2019-2021 strategic plan.

Another means of communication occurs with employees through a [Performance Improvement Plan](#) (PIP), when necessary. The College successfully introduced a formal performance improvement plan to guide supervisors in constructive dialogue with employees having difficulties meeting performance expectations. The PIP ensures the employee and supervisor meet, discuss, and commit to a written plan, with specific descriptions of the performance improvement required, along with a timeline to

correct the performance deficiencies. The PIP is a proactive measure intended to help the employee succeed rather than the traditional letter of reprimand which typically acts as a last warning before termination.

The College acts as a key provider and consumer of information regarding compensation, employment, benefits, compliance, policies, and procedures through the Ohio Association of Community College's (OACC) monthly HR meetings and its designated listserv. OACC member colleges use this information as [benchmarks](#). Collaboration with OACC also gives the Owens Human Resources team the opportunity to share ideas and best practices with the other community colleges in Ohio.

3P2c. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

- Faculty members' primary responsibilities are to provide quality instruction for Owens Community College students, though service-related and student-centered activities are also part of student learning. For faculty, the [Collective Bargaining Agreement](#) calls for a three-year evaluation cycle for tenured faculty and a one-year evaluation cycle for non-tenured faculty. These evaluation cycles provide the College with ample feedback and information related to a faculty member's performance in the classroom or through online course delivery. The College's tenure and promotion system ensures the institution maintains qualified faculty who perform successfully in all aspects of their role.

The new employee performance appraisal process, to be implemented in Spring Semester 2019, is designed to align with the College's mission, vision, and new strategic plan.

3P2d. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators.

As noted above, the Collective Bargaining Agreement between Owens Community College and the Owens Faculty Association defines the faculty performance evaluation cycles. [Owens Support Staff Union](#) employees (secretaries, custodians, maintenance, etc.) are evaluated on an annual basis.

The Board of Trustees approved a [standards of conduct and disciplinary process policy](#) which identifies potential outcomes for employees' failure to comply with board approved policies and procedures.

3P2e. Establishing employee recognition, compensation and benefit systems to promote retention and high performance.

Owens employees are recognized each year based on their [years of service](#) (at five-year service intervals) with a monetary gift as a token of appreciation for their dedication and commitment to the College. A luncheon is also provided during this [recognition event](#) for all regular employees to promote fellowship and camaraderie.

The College annually reviews possible compensation adjustments with the Board of Trustees. Currently, compensation increases are not performance-based, but efforts are made to ensure department heads periodically review position descriptions for accuracy and to determine that compensation for the position is equitable. Bargaining unit employees' compensation packages are determined by negotiated union contracts. Compensation and benefit programs are based on internal and external comparisons, such as the Ohio Association of Community Colleges, employee surveys,

and trend and utilization data from outside consultants.

To support retention and performance, the College offers a competitive comprehensive benefits package to eligible employees. [Open enrollment forums](#) are held annually where presenters explain the College's various healthcare plan options, services, toolkits, etc. to employees. These forums also provide an opportunity for explanation of the process to make voluntary changes to plan election(s), election or declination of coverage, enrollment/re-enrollment in the Flexible Spending Account, etc. This forum also allows employees to ask questions and obtain immediate feedback.

Owens' benefits package includes [comprehensive health](#), [dental](#), and [vision](#) insurance for all full-time employees, as well [group life insurance](#). A benefits orientation, for full-time employees who are healthcare eligible, includes discussion of wellness services provided by the College's affiliated healthcare providers.

Owens Community College [tuition waivers](#) are available to active full-time and part-time employees, their spouses, and their dependent children. The tuition waiver covers both credit and non-credit classes. The waiver amount is prorated based on employee classification; full-time employees receive a 100% waiver for both tuition and fees.

3P2f. Promoting employee satisfaction and engagement

The College provides a [variety of services and programs](#) to support better work life balance, employee satisfaction, health and safety, and general well-being. Awareness is the first step to maintaining and monitoring one's health. Employee perk packages, wellness initiatives and an [employee assistance program](#) are all offered as employee engagement opportunities.

3P2g. Tracking outcomes/measures utilizing appropriate tools

The College utilizes the web-based tool PeopleAdmin for all aspects of tracking employee processes. Including hiring processes, position management, and employee performance. The new performance evaluation forms will be maintained by the supervisors.

3R2: RESULTS

Human Resources solicited feedback regarding the revised performance evaluation process for non-bargaining unit employees and made changes to the process based on the input. The new performance appraisal process will be implemented in the Spring Semester 2019, with training sessions occurring in the Fall Semester 2018. Supervisors from a variety of areas, including bargaining and non-bargaining employees, attended the first session on November 15. The feedback received during the training session was helpful to ensure supervisors and those they supervise understand the new Performance Appraisal process. The initial training session response was overwhelming positive and identified the following "likes" regarding the new process:

- The process is simple and easy to follow.
 - Employees have the opportunity to respond formally, before and after, to the performance appraisal meeting with their supervisor.
 - Goals specific to the employee's position description are identified.
 - Greater frequency of performance appraisals fosters better communication.
- [Additional sessions](#) are scheduled so all supervisors have an opportunity to attend training.

The College tracks employees' [veteran status](#). Owens also has a long history of sponsoring

international employees with certain Visa statuses, giving them an opportunity to work at the College. Owens has also taken steps to assist these individuals in obtaining United States citizenship.

In the [Annual Security Report](#), the Department of Public Safety consistently reports low numbers of crimes/incidents on campus.

3I2: IMPROVEMENT

The College implemented the new PeopleAdmin 7.0 applicant tracking system (previously People Admin 5.8), which will allow for greater data gathering for performance appraisals and the hiring process.

The new performance evaluation system will be an improvement over the current process. This redesigned system ensures that supervisors are meeting regularly with those they supervise to discuss work performance and to set specific goals for performance in six-month intervals. The training sessions for the new process conclude with a feedback discussion where attendees are asked to provide comments and suggestions, allowing for continuous improvement prior to the rollout in the Spring Semester 2019.

Another improvement provided cost savings to the College. HR now combines the Employee Holiday Party and the Employee Recognition Reception into one event – the [Holiday Employee Recognition Reception](#).

The VP for Administration and the Director of Human Resources intend to, with the help of an outside consulting firm, conduct a comprehensive employee compensation and benefits review.

Sources

- annual-safety-report
- Biometric Screening
- Compensation Survey 2017 OACC
- Consumer Driven Health Plan
- Course Evaluation Questions
- Dental Benefits
- Drug and Alcohol Policy
- EAP
- Employee Engagement Opportunities
- Employee Recognition YOS
- Evaluation Process
- Life Insurance
- New Hire Info
- OFA-Contract-2017-2020
- OPEN ENROLLMENT MEETINGS
- Opening Week Schedule 2018
- Performance Appraisal
- Performance Appraisal Training
- PIP
- Standards of Conduct Policy
- Traditional Plan

- Tuition Waiver 2
- Veterans
- Vision Benefits
- Years of Service

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3a. Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

The College is committed to the continued training and development of employees. Some professional development is provided by Owens, with additional opportunities outside of the College.

The College's academic schools and departments continuously promote faculty education and professional development. The College funds faculty education and professional development through Academic Affairs and the Owens Faculty Association [Collective Bargaining Agreement](#), Article 8

Education & Professional Development. In addition, the College provides significant faculty professional development opportunities during opening week in August of each year. Another example of faculty professional development involves the College’s [STEM program](#). Since Fall 2016, faculty across the College have been engaged in a number of professional development projects and presentations on campus.

The College recently engaged in several training workshops as part of a rollout of the newest Banner version – Banner 9. The college consistently offers [Banner navigation training](#) and training in the use of HR forms.

One opportunity for external training and development is through a [Staff Educational Assistance Program](#) (SEAP). Each year the College sets aside monies to be expended as reimbursement for all regular full-time non-bargaining unit employees with satisfactory work and attendance history seeking educational assistance.

College employees receive a [fee waiver](#) to attend credit/non-credit courses at Owens as part of their benefits. Institutional fees are paid based on the employee’s fulltime or part-time status.

3P3b. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

When hiring for teaching positions, all faculty applicants (both full-time faculty and adjunct faculty) are required to submit a completed application form, a curriculum vitae, recommendations, and transcripts. This documentation is reviewed to ensure each faculty applicant is properly credentialed pursuant to College guidelines and any pertinent accrediting body guidelines. If a faculty applicant does not meet the required credentials, he/she is excluded from the potential candidate list.

Type of Postings			
Faculty			
Applicant Documents	Not Used	Optional	Required
Cover Letter			X
Resume or Curriculum Vitae			X
Transcript			X
Transcript1		X	
Transcript2		X	
Transcript3		X	

Transcript4		X	
Letter of Recommendation	X		
Letter of Recommendation1	X		
Letter of Recommendation2	X		
Media File	X		
Media File1	X		
Portfolio	X		

As described earlier in 3P1, a search committee for full-time faculty applicants is formed to review each potential candidate’s documentation and determine which candidates will interview with the search committee. Throughout the interview process, the search committee is charged with ensuring each candidate meets the advertised minimum qualifications for the position. The search committee is also responsible for conducting reference checks for any candidate finalists. All job offers are contingent on the successful completion of a background check and Board of Trustees approval.

The faculty evaluation process ensures that existing faculty are current in their disciplines.

3P3c. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

Staff in service areas such as financial aid, registration and student services receive training internally from supervisors or colleagues to acquire necessary knowledge to operate in their respective areas. In order to build advanced competencies, staff and administrators may attend conferences or workshops outside of Owens. Participation in training led by the College is strongly encouraged and may even be required based on subject matter. Annual repetition of the certain modules such as ethics training also occurs. Customized skills training (computer software, etc.) is offered by the Workforce and Community Services division.

In addition, the Student Services department sends staff to both state and national conferences on an annual basis in the areas of financial aid, registration and records, advising, admissions practices, Title IX, student conduct, counseling, school certifying official training regarding military benefits, and testing best practices. Staff have recently attended Ellucian Live (Banner), Federal Student Aid (FSA), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and its strategic enrollment management forums, AACRO-STEM (2P1).

3P3d. Aligning employee professional development activities with institutional objectives

For Non-Bargaining Staff to receive reimbursement under the Staff Educational Assistance Program (SEAP) the employee must pursue a program which is either directly related to their current position or which is designed to improve their qualifications for transfer or promotion to other positions at the

College. The SEAP program reimburses employees for tuition up to \$2,500 for the fiscal year. The course grade determines the percentage the employee will be reimbursed.

The Ohio Association of Community Colleges (OACC) sponsors a number of state-wide initiatives related to student success and completion. Owens faculty and staff currently are members of project teams for the [Student Success Leadership Institute](#), [Guided Pathways](#), [Strong Start to Finish](#), [Affordability and Efficiency](#), and the [Regional Compact](#).

3P3e. Tracking outcomes/measures utilizing appropriate tools

Human Resources tracks SEAP applications and/or encumbrance forms on an annual basis.

Tracking of attendance at Owens-led training is maintained by the trainers, or based on log-ins to on-line sessions.

3R3: RESULTS

The Owens Faculty Association receives \$40,000 annually from the College to be used for faculty professional development. Any unused funds are rolled over for the next year’s use; the fund has a maximum balance set at \$120,000. The College budgets \$3,000 each fiscal year to the Support Staff Union professional development assistance program; \$5,000 to the Fraternal Order of Police, Ohio Labor Council, Inc. (dispatchers) education assistance program; and \$1,000 per police officer to the education assistance program for the Fraternal Order of Police, Ohio Labor Council, Inc. (police officers).

Attendance at Owens-led training sessions is shown in the table below.

Training Attendance

Training Topic	Attendance
Banner General Navigation Training	10
Employment Recommendation Training (ER)	34
Electronica Personnel Action Form (EPAF)	3
People Admin Training	94

The College is committed to the continued training and development of employees by setting aside monies for the Staff Educational Assistance Program (SEAP). As the number of employees has decreased, so has participation in SEAP. Two employees recently received their degrees as a result of the SEAP program.

Staff Educational Assistance Program Participation

Fiscal Year	Amount Allocated for Fiscal Year	No. Employee Enrolled
2014-2015	\$35,000	15
2015-2016	\$35,000	6
2016-2017	\$35,000	7
2017-2018	\$35,000	5
2018-2019	\$20,000	4

Several employees and/or their dependents utilize the tuition waiver benefit and enrollment remains steady. The cost of waivers for the past two years is shown below.

Tuition Waivers

Year	# of Employees/ Dependents	Total Cost
2017	272	\$275,217.71
2016	283	\$248,578.53

3I3: IMPROVEMENT

In 2018, a new Director of Human Resources was hired to oversee HR operations. The Director brings 40 years of higher education experience to Owens, at both two-year and four-year institutions, in operations and student life. He is recognized for his work in diversity, student services, and research, including a U.S. patent in the area of ADA safety. To complement his credentials, the Director is pursuing the SHRM-SCP, his professional certification through the Society for Human Resource Management, to extend his knowledge in leading human resources operations.

The College intends to create a defined tracking system for any employee who participates in SEAP so that when an employee finishes the program, the HRIS Manager can request a transcript and update the credential information in the system.

Over the next one to three years, the HR Department plans to review and update its training program(s) to determine if trainings topics are relevant and current, and to demonstrate how all HR-related trainings strengthen instructional and non-instructional programs and services.

Sources

- 2017-Efficiency-Advisory-Committee-Report
- 5C - NW Ohio Region Higher Educ Compact.signed 3.20.18
- Banner Manual
- Employee Recommendation Manual ER
- NSFSEA .STEM Fridays
- OFA-Contract-2017-2020
- Ohio Department of Higher Education
- Prof Devt dollars spent
- SEAP policy
- SSTF
- tuition waiver
- Tuition Waiver 2
- What is the Student Success Leadership Institute

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1: PROCESSES

The [mission](#) of Owens Community College, *We believe in serving our students and our communities. Your success is our mission*, was adopted by the Board of Trustees in 2004. While the Board [periodically reviews](#) and discusses the mission, vision and values, specifically as strategic plans are developed, the statements remain unchanged today. The mission, vision, and values have been the foundation of each strategic planning process and provide the planning framework at the organizational level as well as the department level. Posted on pages of the College website and promoted in publications, the mission, vision, and values are displayed in several locations throughout the College facilities and appear on employee business cards. All new employees are introduced to the mission, vision, and values at orientation. These [practices](#) result in a strong awareness of the mission, vision, and values at Owens.

In Summer 2018 the President launched the development of a [new strategic plan](#), including a survey to [internal](#) and [external](#) constituents with questions about the College mission statement. The results of the survey will be reviewed and aligned with the resulting 2019-2021 strategic plan. (See 4P2). The College released a brand and logo standards document in 2015, entitled "[Our Brand Promise](#)", which articulates the values of the College in the following statement: *Owens Community College is an inclusive, welcoming environment that engages and supports our students and our communities by providing a solid educational foundation.* A second document, "[Points of Pride](#)", supports the College's mission, vision and values by providing a framework of the opportunities provided to its students and communities.

Throughout the period when the College was on Fiscal Watch it did not divert from the mission, vision, and values as it continued to serve its students and the region. When changes were made to FY16 tuition and fees, the [Board resolution](#) (pg.36) protected the students by offering waivers and refunds if the Fall term fees were different from what had already been paid. Evaluations of academic programs utilized the mission and vision as a factor in determining program discontinuance. In addition, discussions of vacancy fillings and the allocation of budgets, among other decisions, used the mission and vision as a guide for resource distributions.

As the new [strategic plan](#) is being developed, the College is tracking attendance at the structured conversations on [vision](#) and [goals](#) and recording comments, survey results, and other feedback. As mentioned in 5P1, SNAP enterprise survey software is used to securely collect quantitative and qualitative response data from students, employees, graduates and other college stakeholders.

4R1: RESULTS

Input for the new strategic plan has been gathered at 10 external community meetings and 13 internal meetings. [Attendance](#) to date totals nearly 250 participants. As an external point of reference, the College reviewed the mission statements of the 10 Aspen Prize finalist institutions prior to creating the mission statement survey.

As discussed in 1R3, more than 75 program majors, concentrations, and certificates were eliminated while others were combined and streamlined throughout the financial recovery period. The changes provided a projected [cumulative financial impact](#) (p.18) over three years of close to \$250,000. Student success initiatives consistent with the mission, and discussed in detail in Category 2, include surveys of entering students, enrolled students, and alumni; a comprehensive strategic enrollment plan; and three two-year [Campus Completion Plans](#). Results continue to show progress in student success and

satisfaction with the College.

The [Financial Dashboard](#) contains several measures that the College tracks monthly. The dashboard was developed during the Fiscal Watch period and allows the college to sustain the financial stability level that it reached in 2017, while staying true to the mission statement. A [Lincoln Land Community College dashboard](#) provided suggestions to the Owens team.

A high priority was placed on communicating with the college community throughout Fiscal Watch in order to provide honest and transparent messages. [Scripts](#) and [key talking points](#) from college forums acknowledged the work being done by everyone across the college “while putting the needs of Owens students at the forefront.”

The Marketing department’s recent [campaign strategies](#) highlight the College mission in a number of ways and are yielding positive results. In its November 2018 report to the Board, Marketing described the television commercials (10,724), radio commercials (3,556), newspaper ads (44), bus signage, and high school athletic venue sponsorships (15 total) around Northwest Ohio. Owens’ commercials, as of early November, have been viewed 777,746 times on YouTube. After hiring a videographer, Marketing produced 34 new videos in the last year and a half. The videos have been viewed 8,656 times on YouTube and acquired 84,978 impressions through social media. The Owens social media market audience (Facebook, Twitter, LinkedIn, and Instagram) has grown to 71,944 followers, an increase of 12% in 12 months. In September and October (2018) 107 unique Owens Facebook posts achieved 380,518 impressions. Twitter produced another 57,584 impressions in the same time frame with 91 unique tweets.

Student surveys provide valuable feedback to the College. The Student Satisfaction Survey, designed by the institution and administered for the first time in 2017, asks current students seven questions about their overall Owens experience.

Fall 2017 Student Satisfaction Survey			
Question*	Average Response	% Agree	# of Students Responding
I feel welcome at this college	5.4	97%	1,581
I feel safe at this college	5.4	96%	1,556
I would recommend Owens to family and friends	5.2	93%	1,592
If I had to do it all over, I would enroll at Owens again	5.1	90%	1,589
This college is committed to helping me succeed	5.1	93%	1,590
Overall, I have been highly satisfied with my experience at Owens	5.0	92%	1,600
This college cares about me as an individual	4.8	88%	1,569

**Responses on a 6-point agreement scale: 1=completely disagree, 2 = mostly disagree, 3 = somewhat disagree, 4 = somewhat agree, 5 = mostly agree, 6 = completely agree*

The Graduate Exit Survey confirms the high levels of student satisfaction with Owens.

Graduate Exit Survey: 2015 to 2018 Results

**4-point likelihood scale: 1= very unlikely, 2 = somewhat unlikely, 3 = somewhat likely, 4 = very likely*

4I1: IMPROVEMENT

One improvement to processes related to the mission and vision of the College is the schedule of several structured conversations, both internally and externally, to be more inclusive in the development of the mission statement and the next strategic plan. The broad outreach, an improvement over past planning processes, will serve the College as it creates its future goals and priorities.

The academic program review process, discussed in 1Px, was improved during the Fiscal Watch period in order to emphasize the College mission. The process will continue to be modified so that programs remain relevant to the mission.

The [brand and logo standards document](#) is the first to be released by the College marketing department. The comprehensive guidelines eliminate any past confusion on the appropriate use of the logo, athletic logos, taglines, signatures, and photography.

Sources

- 1A - 2018 - Mission and Vision Screen Shot 07 23 2018
- 1A - 2018 - Mission History Summary
- 1B 1D - Brand_guidelines
- 1B 1D - Points of Pride pop-sheet
- 2C - Plan - Owens Completion Plan 2018-2020 (approved 05 01 18)
- 5C - 4R1 - Financial Dashboard (page 3) - FY 19 - September 2018
- 5C - 4R1 - Financial Dashboard (page 3) - FY 19 - September 2018 (page number 3)
- 5C - 4R1 - Strategic Planning - Attendance
- 5C - Strategic Plan - Communication Planning for Strategic Planning - Notes as of 09 04 18
- 5C - Strategic Plan - Concept Paper - Draft - 2019-2022 Strategic Planning Process - Robinson 05 14 18
- 5C - Strategic Plan - GOALS worksheet 08 16 18
- 5C - Strategic Plan - Mission Survey - 08 21 18 Email for external stakeholder mission statement survey
- 5C - Strategic Plan - PPT - Stakeholder Sessions
- 5C - Strategic Plan - Questionnaire - Mission Statement Survey 2018-Employees - Questionnaire

- 5C - Strategic Plan - VISION worksheet 08 16 18
- April 2015 - Forum Script
- Fiscal Recovery Plan Report Final Updated 1-25-16
- Fiscal Recovery Plan Report Final Updated 1-25-16 (page number 18)
- Fiscal Recovery Plan Report Final Updated 1-25-16 (page number 36)
- lincolnland dashboard
- MarketingCampaign 1
- May 2015 - FW Talking Points
- Orientation (ONE) Binder

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2: PROCESSES

During the period (2015-2017) that Owens was placed on Fiscal Watch status with the State of Ohio a detailed financial recovery plan was developed for the purpose of remediating the financial condition of the institution. Because the [Financial Recovery Plan](#) served as a de-facto strategic plan

for the College during the two-year watch period, a new strategic plan was required once Owens was released from Fiscal Watch. However, as the release occurred at the same time that the College named Dr. Steve Robinson as Interim President, the Board recommended that a comprehensive strategic planning process not be undertaken until a permanent President/Chief Executive Officer was selected. For that reason, the Interim President and Board of Trustees established a set of short-term [Strategic Priorities](#) for Fiscal Year 2018. The four goals focused on:

1. Enrollment and Completion
2. Workforce and Labor Market
3. Image and Advancement
4. Financial Strength and Stability

The Strategies Priorities plan was designed to provide continuity and forward momentum for the College during FY 2018 without committing the institution to large-scale revisions or changes that might be considered during a comprehensive, multi-year strategic planning process. The development of the Strategic Priorities was one of six expectations communicated from the Board of Trustees to the Interim President in June 2017. The priorities were to be used by the College's senior management to set goals and monitor progress and communicate with internal and external stakeholders during the interim period.

The Priorities document and framework also were used to communicate current status and progress on the priorities to the Board of Trustees during Fiscal Year 2018, according to the following schedule:

- 8/1/2017 Describe the Strategic Priorities approach
- 9/5/2017 Share current status/development of the Strategic Priorities document
- 10/3/2017 Formal adoption of Strategic Priorities by the Board of Trustees
- 11/8/2017 Progress report
- 12/5/2017 Progress report
- 2/6/2018 Update on Fall
- 4/3/2018 Progress report
- 5/1/2018 Progress report
- 6/5/2018 Update on Spring

Current operations across the College, including enrollment management (2P1), facilities planning (5P2), and the budget process (5P2), align with the strategic directions. In a presentation to the Board in February 2018 the Vice President of Enrollment Management and Student Services shared the [college enrollment strategies](#). Integrated with Academic Affairs and Marketing, the strategies include a realigned structure to focus on recruitment, retention, student completion, and beyond. Facility planning, partially resourced by State capital funds, is coordinated by a Capital Planning Committee, with members from Academic Affairs, Facilities, Human Resources, Institutional Research, Student Services, the President's Office and IT. Facilities and IT work closely to determine student and academic infrastructure needs to ensure capital funded projects support the college priorities. The Financial Recovery Plan, informed by discussions with chief financial officers at other Ohio community colleges, included a matrix that outlined the strategies (financial, human resources/labor relations, enrollment/marketing, academics/programming) and activities that were implemented beginning in Fiscal Year 2016. The recovery plan led the improvement of the College's financial health and released it from Fiscal Watch one year earlier than projected. Processes adopted during financial recovery continue to guide budget operations, as discussed in detail in 5P2.

When Dr. Robinson was named the permanent President/CEO in May 2018, he launched the process to develop the College's 2019-2021 strategic plan. More than 20 structured conversations on the

vision and goals, led by the president, began in August 2018 with both internal and external stakeholders. During the sessions, a [worksheet](#) asked participants to identify goals that Owens should set for the next three years. Participants were also asked to describe what they would like Owens to be three to five years from now; what it will have accomplished; and to create three [aspirational statements](#) that would be true if their hopes and dreams are realized. When the faculty returned for Fall 2018, five faculty members met with the president to understand the input process and took the lead to host structured conversations with the faculty. According to the plan's [timeline](#) a final draft of the new strategic plan is scheduled for release on February 9, 2019 with adoption by the Board of Trustees at its meeting later that month.

Risk assessment at the College previously was assigned to the College's Risk Management Committee, using a risk assessment tool and a [flowchart](#) for the process. The tool guides a project sponsor through a standardized thought/proposal process to determine both the educational and financial benefit of a proposed initiative. The Committee was inactivated in 2017 with the process now a responsibility of the Vice Presidents. Each Vice President assigns their own small groups to study proposals and then discusses them at the weekly Vice Presidents meeting. The risk assessment tools are accessible on the website. They include a [program proposal template](#) and a [financial assessment form](#) with a [return on investment calculation template](#).

4R2: RESULTS

Updates on the Strategic Priorities were delivered as scheduled, showing [progress in enrollment and completion](#), workforce and labor market, image and advancement and [financial strength and stability](#). In addition to the focused and open communications that occurred during financial recovery, social media use has expanded, including the President's blog.

The [Risk Assessment template](#) describes the process to submit proposals for review. In the past year, the Vice Presidents have reviewed four proposals.

In order to better understand the external perception of the mission of Owens, the College engaged in market research in the months following its placement on Fiscal Watch. The [study](#) also was done to determine the feasibility of a local tax levy as an additional revenue stream for Owens. A list of more than 250 individuals was targeted for personal interviews; the list included business, education, civic, health, faith-based, non-profit leaders. Stakeholders hailed from all five counties served by Owens Community College, with the majority located in either Lucas or Hancock counties. In addition, 500 registered voters age 18-54 were called and asked several questions about Owens. The [survey](#) respondents were from Wood, Lucas, and Hancock counties; the Woodmore school district in both Ottawa and Sandusky Counties; and the Benton-Carroll-Salem and Genoa school districts in Ottawa County.

Nearly eight in 10 (77%) survey respondents indicated their general impression of Owens was good or excellent. One-third (33%) said they had heard something about Owens recently and were nearly evenly split on whether it was positive or negative. When asked about paying a new property tax (explained in relation to property value) to support the College's program quality, technology infrastructure, and keep tuition low, nearly half (46%) said it was probably or definitely worth it, while more than a third (37) didn't know or refused to answer.

In the 38 in-depth interviews conducted, respondents often said that Owens' niche is in offering an affordable and flexible education for people who are not sure what they want to pursue in life or for

those who cannot afford to go to a four-year school. Additionally, participants shared that students who choose Owens also attend in order to receive specialized training in their preferred field or to retool for a new career in a changing economy. Respondents indicated that Owens' programs, such as those for welding or criminal justice, fill the market's demand for skills in a way that other area institutions do not. Respondents also stated that Owens works to address changing market needs with their programs and helps the region fill its demand for skilled labor.

One prevalent theme throughout all stakeholder interviews was that respondents needed more information about Owens—what kinds of programming it offers, who attends, how its initiatives impact the community, etc. When asked whether they would support a local tax, respondents' lack of awareness about Owens' programs made them hesitant to support a tax even though they supported the College in general. Respondents wanted to know what value Owens brought to the community at large and expressed concern since not everyone who might be responsible for paying a tax would directly benefit from Owens' education. Before lending their support for a local tax, a majority of interviewees said they would need to know how Owens spends the money it has now and how it is trying to cut costs.

The study concluded that while respondents view Owens favorably overall, and they support its work, Owens will need to make a very strong argument to the community as it continues to explore a tax levy.

4I2: IMPROVEMENT

External communications continue to improve the community's perception of the College, with key leaders in place to improve relations with, and gain input on Owens' future from, legislators and local executives. The 2019-2021 strategic plan will include clear goals, measures, and designated accountabilities, following the best practices learned from the recovery plan matrix. The marketing/brand strategy also is key for shaping Owens' image within the community.

The College continues to improve the academic program review process (PREP), as discussed in 1I3, to align with community needs and job demand data. The College will be working with new databases to obtain more accurate and complete job placement data which will be incorporated. The intent is to continue to find the best data and make the process as simple as possible so that it is done with intent. The simplification makes it more user friendly and thus yields better responses. The process has feedback and decision-making built into it and will allow for data-driven decisions on program change and discontinuation.

Athletics have been a strength of Owens Community College over the years, though the number of sports teams was reduced during the financial recovery period. To reflect an emphasis on local athletes and academic standing, the College transitioned athletics from Division 2 (D2) to Division 3 (D3) for the 2018-19 year.

The College recognized the need to improve internal communications during the fiscal recovery period. Empowering faculty, administration and staff is important as the college works to increase enrollment, improve student retention and completion, while impacting the financial bottom line. The College's brand initiative, with reputation-building as the primary focus, is essential in reaching students. [*This is Owens*](#) is a new series of media spots that is expanding the brand initiative to continue to impact the college culture.

Finally, the College has made improvements in its risk assessment process., as discussed above. Depending on the success of the current process, further improvements will be considered.

Sources

- 5C - 4R2 - Burges - IDI Report (June 2014)
- 5C - 4R2 - Burges - Survey - Owens CC topline (June 2015)
- 5C - 4R2 - Burges - Survey - Owens crosstabs (June 2015)
- 5C - Strategic Plan - GOALS worksheet 08 16 18
- 5C - Strategic Plan - VISION worksheet 08 16 18
- Board Report (November 2018)
- Financial Assessment - Risk Assessment Proposal Template
- Fiscal Recovery Plan Report Final Updated 1-25-16
- Flyer - Owens Stakeholder Meetings - All Dates
- FY 2018 Strategic Priorities FINAL
- Risk Assessment - Proposal Report Template
- Risk Assessment Flow Chart - Updated
- ROI templateFinal
- student service bot retreat
- This is Owens
- Watch timeline

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3: PROCESSES

Each of the 23 community colleges in Ohio has individual boards of trustees, charged by the Ohio Legislature with the responsibility of governing their respective institutions. The Owens Community

College governing board consists of nine trustees appointed by the governor of the State of Ohio for six-year terms. Three members are appointed or reappointed every two years. Currently Owens has one vacant seat on the [Board](#).

Boards of trustees make and are accountable for many of the important decisions at the college including: selecting and appointing the college president; approving personnel appointments and contracts; setting operating budgets, student tuition and fees; granting degrees; approving rules, regulations; and providing oversight and advice. All trustees are invited annually to conferences hosted by the [Ohio Department of Higher Education](#) and the [Ohio Association of Community Colleges](#). These conferences help trustees remain current in their role as they attend specific workshops about their function. Recent topics included risk management, fiduciary expectations and accountability, competency-based education, innovative approaches to capital projects, and affordability and efficiency best practices. Board members from Owens regularly participate in these meetings.

Although the President consults regularly with the Board Chair and Vice Chair to set the monthly [Board agenda](#), [Board policies](#) clearly state that responsibility for the management of the institution rests with the president/chief executive officer and his/her staff. Board policies also require the trustees to stay informed about institutional practices, to provide oversight for financial and academic policies and practices, and to meet legal and fiduciary responsibilities. Members of the president's team regularly present updates to the Board on issues of importance to Owens and to higher education in general, as well as college administrative activities.

Owens recently completed a governance re-structure that re-aligned several previous committees so that accountability now rests with the appropriate staff and team. The restructure allows for more efficient decision-making and contributes to open communication across the College. The Marketing department prepares several pieces that also maintain communications between and among college units. [ONews](#) is a digital email message that is delivered daily to all employees. It contains important college announcements and updates and includes a media report of Owens news items that have recently appeared. [This is Owens](#) is a series of short messages from students, faculty and staff directed to an external audience. The series is available on the College website.

Facebook pages and Twitter accounts keep communication about Owens in front of the public. The President uses his Twitter account to share information and insights on higher education, economic development, student issues, and community events. The President also maintains a blog that is available on the website. Recently the President added podcasts to the social media opportunities that showcase Owens. Each Tuesday he can be heard on the radio with Owens faculty or staff offering perspectives and new learning. [Teachable Moment](#) airs on Owens Community College Radio and Sound Cloud and is available on the College website.

As previously mentioned, the leadership team at Owens is somewhat leaner following the financial recovery period. The President now has 9 direct reports rather than 13. They include four Vice-Presidents (Academic Affairs/Provost, Enrollment Management/Student Services, Business Affairs/CFO, and Administration/General Counsel); two Executive Directors, for the Foundation and the Findlay campus; the Director of Marketing; and two administrative team members, one who also serves as Secretary to the Board. As a group, the VP's and Board Secretary meet weekly with the President. These meetings have a protocol that requires agenda items to be designated in one of three purpose categories: for Decision, for Input/Feedback, or for FYI/Sharing. Potential media involvement is also discussed, followed by assignment to a VP, accountable for follow-up. Members of the President's team lead the units depicted in the current [35-page organizational chart](#).

Owens is clear about the need to develop leaders across the organization and works to create leadership opportunities for faculty and staff. In its association agreement with the College, the faculty is assigned \$40,000 each year for professional development; funds can carry over from year to year. Faculty discuss their development with their academic dean to assure they are on track for achieving tenure. They also are encouraged to strengthen their level of expertise in their field through conference attendance, webinars and peer-led campus discussions.

Leadership opportunities across the College include chairing ad hoc and search committees, task teams, membership on committees such as assessment, curriculum, enrollment management, United Way and in employee groups, such as collective bargaining. These activities support the College’s collaborative process and assure the institution’s alignment with the mission, vision, and goals, as does faculty and staff participation in [Help Portrait](#), an international event held annually that offers pro bono photography for individuals in need. Other national service projects that faculty and staff participate in annually are the AmeriCorps Day of Service and the Martin Luther King Day of Service. Recently the faculty facilitators led their colleagues in discussion session about the new strategic plan. These leadership experiences can lead to new roles in the College.

Faculty and staff frequently participate on state-wide panels through the Ohio Department of Higher Education, [various committees](#) of the Ohio Association of Community Colleges, and through [state- or association-](#)generated initiatives that focus on the student success agenda. State-wide participation in these initiatives provide Owens faculty and staff an opportunity for leadership roles among their state peers.

Employees are regularly encouraged to continue their education. College employees receive a tuition waiver to attend classes at the College and programs offer tuition assistance to enroll at other institutions. (3P2) A number of faculty and staff are participating in baccalaureate-degree completion programs and graduate programs at the masters and doctoral level.

Tools are used minimally to track leadership experiences, though committee membership lists provide the history of participants.

4R3: RESULTS

The Board policy process and dates of decisions are maintained by the Secretary to the Board. The table below shows the number of policy actions the Board took in the past 6 years. Current and historical public documents of Board member lists and meeting minutes are available on the College website.

Policy Review Process Results							
	2013	2014	2015	2016	2017	2018	Total
Adopted	1	2	2	4	3	2	14
Amended	6	11	1	19	2	7	46
Rescinded	1	0	0	5	1	0	7

	8	13	3	28	6	9	67
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In 2018, the Board members completed a [self-assessment](#). The survey was intended to identify areas of strength and improvement for the performance of the Board, as well as provide Board members with an understanding of their fiduciary duties and responsibilities. The survey covered six topics:

1. Code of Conduct: Board/Trustee/Chair/President Relationship
2. Governance Style: The Role and Responsibilities of the Board
3. Effectiveness: Being Productive and Efficient
4. Preparedness: Having Sufficient Knowledge, Training, and Information
5. Mission, Strategy, Values and Sustainability, and
6. Self-Assessment

Board members indicated their level of agreement to a total of 49 items and responded to several open-ended questions as well. The responses revealed strong levels of agreement on items in every topic area, with the highest scores related to their Code of Conduct.

The members of the President’s leadership team are evidence of internal employees advancing in their careers to key leadership positions. All leadership team members were present during the Fiscal Watch period, guiding processes, programs, and initiatives, though not all were in their current positions. As stewards of the financial recovery process, these leaders demonstrate to the Owens community their commitment to the College and its mission. ([2013](#) and [2018](#) org charts)

College employees are members of nearly 15 committees that govern and implement processes and procedures. All are discussed in 6P1.

The College’s Fiscal Watch designation and the subsequent financial recovery, determined by [financial ratios](#) defined by the State and discussed in 5P1, are documented through reports, matrices, dashboards, financial audits, and decisions by the Higher Learning Commission’s Institutional Actions Committee. Being cleared of the designation in two years, rather than the projected three, is evidence of the College’s effective Board oversight, institutional leadership and employee resiliency that enables Owens Community College to fulfill its mission, which is to maintain its open door to students seeking degrees, skills, and employment.

4I3: IMPROVEMENT

Several process improvements related to leadership at the College have been implemented in the past two years. Increased communication from the College president and across the College have been at the forefront of the improvement efforts. Other efforts include:

- The Board of Trustees created a plan for improvement based on a list of strengths and opportunities generated from the [self-assessment](#) results.
- Each year the College receives an [analysis](#) of its share of the state funding model allocation, identifying areas where the College could increase its portion. The President’s leadership team reviews this report and continues to develop tactics to address the opportunities.

- The President's leadership team meets weekly; follow-up accountabilities are shared with each member.
- Multiple social media efforts are expanding communications regarding campus events and activities.

Sources

- (Historical) Index of Policies
- 2C - Board of Trustees Links to Agendas Meetings Minutes
- 2C - Board of Trustees - Self Assessment Survey - Results 02 27 18
- 2C - org_chart - April 2 2013
- 2C - org_chart - Sept 2018
- 2C - Professional Development - Board - 2018 OACC Annual Conference Invitation-4-17-18_Final
- 2C - Professional Development - Board - ODHE 2017+Trustees+Conference+Agenda
- Composition - Owens Board of Trustees
- Help Portrait 2018
- Ohio Department of Higher Education
- Onews
- Owens State Community College_2017SSI
- SB 6 ratios for 5 yrs
- SSTF
- teachable moment
- This is Owens
- What is the Student Success Leadership Institute

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4: PROCESSES

Owens Community College acknowledges the need for legal and ethical standards, as indicated by the General Counsel position and College policies. The Board formed committees for each division of the College with the Vice President of that division accountable for regular updates, including policy impacts, to the Board. One chapter of the [Board Policy Manual](#) focuses on employment, including standards and compliance. Members of the Board of Trustees complete [ethics training](#) as part of their

on-boarding process and annually sign a conflict of interest statement, as do the members of the College Foundation Board. In addition, the President and the trustees are required to file a complete and accurate [financial disclosure statement](#) with the Ohio Ethics Commission each year. The State of Ohio Attorney General's Office conducts an annual conference known as *The Legal Symposium for College Administrators*. The College's General Counsel attends regularly and keeps the Board informed through [presentations](#), as needed.

Human Resources offers a series of training sessions that reference integrity, including diversity, discrimination and [Title IX training](#). Specific sessions on interviewing and hiring are held for individuals serving on search committees, as well as for hiring managers. Issues related to selection interviews, legalities of questions, interview biases, regulatory acts and employment decisions, affirmative action, and developing interview questions are discussed in these trainings. As other issues are raised, training sessions are offered.

Integrity in academics begins with academic honesty, another training topic at the College. These sessions encourage dialogue about cheating, plagiarism, use of unauthorized materials, and the values of fairness, honesty, respect, responsibility, and trust. As mentioned in 1P4, faculty are required to maintain their credentials at levels consistent with state, accreditation, and program accreditation standard. The College's [Institutional Review Board](#) (IRB) reviews research proposals by faculty and staff, as well as those external to the institution who want to conduct research at the institution. This process ensures compliance with ethical standards and protects the rights and welfare of human research subjects.

During Orientation, employees receive a copy of the College's [employee handbook](#), which includes policies and procedures regarding ethical standards. As a part of Orientation, the President meets individually with each new employee and provides an overview of the College mission and values.

Owens demonstrates its integrity in a number of ways, most prominently in its commitment to inclusiveness and diversity. The College maintains a [culture of inclusiveness](#) that "strives to value and respect all people who bring talent, perspectives and different ways of accomplishing goals to our college regardless of all the different dimensions that individuals and groups encompass." Events such as [First Generation Day](#), [International Student Week](#), and the [English Corner](#) at Owens celebrate the diversity of students and employees at the College.

4R4: RESULTS

Documents related to the two-year Fiscal Watch and financial recovery process demonstrated the unwavering attention to integrity that is necessary for the College's sustainability. The College maintained clean financial audits before, through, and after the years of Fiscal Watch and recovery.

Program accreditations confirm the academic integrity of the College. A list of accreditation visits and outcomes is discussed in P13.

In Owens' first year of involvement in the [Help Portrait](#) event, more than 150 photographs were provided to the participants.

The College Foundation and the College Alumni Association are two separate 501(c)3 organizations whose Boards generously invest their time to support the success of the College. The Foundation Board, currently at 21 members, recognizes the need to become more diverse in ethnicity and gender

and has adopted a board matrix to help the nominating committee recruit new board members. The 18 members of the Alumni Association Board represent diversity in age, gender and ethnicity. Ages range from 32 to 71 years of age; 8 are female and 10 are male; and 13 are Caucasian, 4 are African American, and 1 is Latino.

4I4: IMPROVEMENT

Owens experienced several improvements in demonstrating integrity as it fulfills its societal responsibilities. Three recent state-wide programs model this.

- All community colleges in Ohio have submitted a [College Completion Plan](#) to the Ohio Department of Higher Education (ODHE) for 2014-16, 2016-18, and 2018-20. Distinct improvements in initiatives, measures, and goals are contained in each subsequent plan.
- The [Affordability and Efficiency report](#), completed annually for ODHE by all public institutions of higher education, identifies efficiencies and quantifies enhancements through the reallocation of resources, expense reductions and cost avoidance in operations, academic program delivery, energy usage, and information technology. Owens was recognized three times in the 2017 report for its improvements.
- In June 2018, Owens joined Bowling Green State University, the University of Toledo, Northwest State Community College, Rhodes State College, and Terra State Community College in signing the State's first [Regional Compact](#), an agreement with the public institutions in Northwest Ohio to plan the implementation of initiatives to produce high quality educational opportunities and support workforce and community needs.

Other advances include:

- During the presidential search process in 2017-18, the Board followed the practices suggested in the Aspen Institute's presidential search guide [Hiring Exceptional Community College Presidents: Tools for Hiring Leaders who Advance Student Success and Access](#).
- President Steve Robinson was among the 40 leaders selected nationwide for the 2018 class of the [Aspen Fellows for Community College Excellence](#). The focus on an equity mission will guide the College in its future initiative to close the equity gap in student success.
- In 2019 several of the academic program chairs will attend the [Chair Academy](#) experience leadership sessions.

Sources

- 1C - Diversity and Collaboration English Corner
- 1C - Diversity - International Education Week Flyer 2017
- 1C - Diversity - List of registered student organizations that support societal diversity and inclusion
- 2017-Efficiency-Advisory-Committee-Report
- 2A 2C - Conflict of Interest - Board as a Legal Operation - Nagel - BOT retreat 10_10_18
- 2A 2C - Conflict of Interest - Ethics Training Attendance Record

- 2A 2C - Conflict of Interest - Financial Disclosure Statement - Instructions and Form - Ohio Ethics Commission
- 2C - Plan - Owens Completion Plan 2018-2020 (approved 05 01 18)
- 5C - NW Ohio Region Higher Educ Compact.signed 3.20.18
- Aspen Fellows
- Board Policy Manual
- Chair Academy
- First Gen Day Flier
- Help Portrait 2018
- Hiring Tools Full Report FINAL
- Institutional Review Board
- Title IX training College Campus Safety with Not Anymore

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1a. Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making.

The Information Technology (IT) and Institutional Research (IR) Offices coordinate processes for knowledge management in relation to the College's strategic priorities and continuous improvement efforts. IT maintains the structure, integrity and security of the college's data systems; [IR](#) transforms data into meaning for the purpose of planning, decision-making, assessment and improvement.

Owens uses Ellucian's Banner platform as its primary enterprise information system. Implemented in 1999, Banner is fully integrated with modules for student information, finance, accounts receivable, financial aid, human resources, and alumni. The [Enterprise Resource Planning \(ERP\) Steering Committee](#), composed of members from each module as well as IT, Academic Services, and Student Services, oversees system maintenance and the implementation of software updates. Employees have direct access to Banner, based on their employment position and security roles. In this way, data privacy is protected but appropriate data are also available to those who need it for college operations and decision-making.

In addition to live Banner data, the IR office maintains a set of frozen Oracle tables that act as a data warehouse for reporting and trend analysis. Examples of data maintained and utilized include: daily enrollment, census point enrollment, end of term enrollment, data files reported to the State of Ohio, and unit-level IPEDS data.

IR and IT maintain a routine set of reports that can be run on demand, distributed through a job scheduling software (i.e., Applications Manager), and posted on the internal website. Requests can also be made through a [ticket system](#) to IT or through division VPs to IR. These requests are prioritized by the Chief Information Officer, the Director of IR and the VPs based on their importance for institutional compliance, college operations and strategic priorities.

5.P1b. Determining data, information and performance results that units and departments need to plan and manage effectively.

The informational needs of college units and departments are driven by several key purposes: (1) accreditation, (2) program review and improvement, (3) state and federal reporting, (4) performance funding, (5) fiscal management, (6) institutional operations, and (7) strategic planning. IR maintains a [comprehensive table](#) of key reports, data sets and performance measures along with how they are used for institutional management, planning, and improvement.

5P1c. Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements.

Owens has empowered employees at all levels of the institution with the data, information, and performance results needed for daily operations, planning, decision-making, and continuous improvement. This knowledge is available through five primary means:

- Direct access to Banner forms and tables
- On-demand retrieval and scheduled distribution of routine reports through Applications Manager
- The maintenance of a comprehensive and transparent report library on the IR intranet site, including both static reports and interactive dashboards for direct querying
- An institutional knowledge base of college policies, procedures, practices, processes and

- resources within the college catalog, Board Policy Manual, and FAQ webpage
- Special requests to IT and IR for custom reports and analyses

The table referenced in 5P1b specifies the manner and frequency with which more than 50 reports of key information and performance metrics are shared with various units.

In addition, the Institutional Research Office shares institutional knowledge and results through regular campus presentations, representation on teams and at meetings, and weekly messages sent through the college's electronic communication tool for employees, ONews.

5P1d. Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes.

There are several measures in place that ensure timeliness, accuracy, reliability, and security of the College's knowledge management systems:

- [Access Store](#) is an easy way to request access to the many systems on campus.
- [Password Policy](#) is in place to ensure the security of college resources.
- [Responsible Computing Policy](#) is in place to ensure that account holders understand their responsibility regarding access to college information.
- Patches and upgrades are performed on a routine basis to the operating systems and servers.
- Segregation of duty controls are in place to ensure individuals with full administrative access do not have access to post transactions, and vice versa. Access is removed after termination.
- Perimeter controls are in place that protect external threats through a firewall. The network firewall is a Unified Threat Management (UTM) device from Checkpoint.
- Change management controls ensure the master file changes are documented, authorized, and reviewed. This process is governed by departmental procedure and supervisory approval.
- Backup procedures are performed to ensure that data are adequately backed up and capable of being restored. A copy of the backup is sent off-site daily to a cloud service.
- Uninterrupted Power Supply (UPS) batteries and generators are maintained periodically and environmental controls are in place to protect equipment in the computer room.
- Physical security controls are in place to secure IT equipment; i.e., only authorized personnel are granted physical keys and card swipe to the computer center

Internal processes driven by IT to ensure reliability and security of knowledge management systems include:

- IT Governance Committee monthly meeting
- Identity Management Committee monthly meeting
- Web Committee monthly meeting
- [ERP](#) Committee monthly meeting

5P1e. Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services).

Formative and summative measures of institutional outcomes are tracked using benchmark reports and internal data. Benchmark measures include (a) [IPEDS](#) retention, transfer, and graduation rates in comparison to a custom group of peer institutions, (b) performance-based [state subsidy](#) component metrics, (c) student [momentum KPIs](#), (d) state and HLC financial ratios, (e) [campus climate survey](#) data, and (f) [student mental health survey data](#).

Internal data are collected, managed, extracted, analyzed and reported utilizing a variety of software tools, including:

- A mature Banner ERP system with student, financial aid, employee, financial, accounts receivable and alumni information.
- A collection of in-house Oracle tables maintained by IR with frozen Banner data by date for reporting and trend analysis. Examples of data maintained and utilized from this data warehouse include: daily enrollment, census point enrollment, end of term enrollment, data files reported to the State of Ohio, and unit-level IPEDS data.
- An Application Manager job scheduler that automatically runs reports from the Banner system.
- An Hyland OnBase electronic filing and document imaging system that allows the College to automate processes, manage important business content in one secure location, and work with other applications to deliver information within a familiar user interface. This system is integrated into the Banner system.
- An Oracle Reports builder system that allows access to important Banner data. Reports can be published in a variety of formats including HTML, XML, PDF, spreadsheet, and delimited text.
- Oracle SQL Developer and Quest Toad solutions that are used to retrieve data from the Banner system.
- Interactive Excel dashboard reports available to all college employees on the IR intranet site with underlying cube data that can easily be analyzed and reviewed by end users. Examples of *dashboard measures* include headcount, FTE, graduation counts, retention and graduation rates, course grades and completions, time and credits to degree, student characteristics and survey data.
- SNAP (Survey N' Analysis Program) survey software is used to securely collect quantitative and qualitative response data from students, employees, graduates and other college stakeholders.

5R1: RESULTS

The IT department classifies its help desk requests into [categories](#) based on the amount of time IT is expected to respond.

About 75% of the requests are counted in the medium priority category, followed by another 15% as high priority. The [summary table](#) displays the number of help desk tickets responded to, by category, in the past two years.

Two items on the student satisfaction survey provide IT with useful feedback. Students reported high levels of satisfaction with IT on the most recent survey.

Fall 2017 Student Satisfaction Survey

Question*			
Computer labs are available when I need them	5.4	96%	1,393
My interactions with the Information Technology Help Desk have been helpful	5.3	96%	1,154

**Responses on a 6-point agreement scale: 1=completely disagree, 2 = mostly disagree, 3 = somewhat disagree, 4 = somewhat agree, 5 = mostly agree, 6 = completely agree*

The use of reports and other data on the Institutional Research website are tracked through Google Analytics. The [page view report](#) tracks views of pages by content area and indicates a 48% increase in overall views since last year.

Two examples of using the SNAP survey software are the [Student Satisfaction Survey](#) and data collection for [general education assessment](#). Institutional Research also uses SNAP to gather feedback about the use of reports and services, as well as the staff members' collaboration, objectivity, professionalism, and responsiveness. Satisfaction levels are at 75% and higher on all items.

As shown in the [comprehensive table of reports](#), Owens regularly reviews a wide array of performance results for planning, decision-making, assessment and improvement. Below is one example of how the College put the data into action for improved student outcomes.

Reduction of Program Degree Credits

Analysis uncovered that students' average time and credits to degree were above the State average and that many degree programs required well above 60 credit hours, some as high as 74. A thorough review of the curriculum was conducted and the required credit hours were reduced in the [60 degree programs](#) that are currently active. The IPEDS 3-year graduation rates have risen from a low of 6% for the cohort entering in Fall 2009 to 18% for those entering in Fall 2014. Moreover, the average credit hours to degree has decreased to 69 hours in 2017-2018, from 79 hours for graduates in the 2013-2014 academic year.

5I1: IMPROVEMENT

A key improvement in the IR office over the last few years is the addition of four new Excel dashboards for data exploration and analysis, [Average Class Size](#), [Course Fill Rates](#), [Graduate Exit Survey Dashboard](#), and [Student Satisfaction Survey](#)); and major improvements of a fifth dashboard of Course Completion data.

Institutional Research also improved its process for surveying student satisfaction including the design of a new instrument and research methodology. A new weekly Course Scheduling report/dashboard helps deans and chairs monitor course and section fill rates during open registration in order to make real-time revisions in order to meet student needs.

The College recently chose the Argos reporting tool that will allow users to create their own data reports. The IR office will lead the implementation and training, which is planned for early 2019.

Sources

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5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2: PROCESSES

Fiscal, physical and information technology operations are managed and aligned with the College goals to support student learning. Tracking measures are consistent with the financial stability achieved through financial recovery.

Budget

During the financial recovery period that followed the College's placement on Fiscal Watch, Owens changed how it develops the budget, makes adjustments during the fiscal year, and reports monthly

budget measures. To maintain the fiscal infrastructure necessary to support on-going operations, the budget process now builds a realistic budget, requires that accounts have funds before requisitions are made, and assigns budget accountability to budget authorities.

To budget non-payroll expenses, the Budget Office uses a minimum of two prior fiscal years of expense data, by department and line item. The Budget Office reviews this historical data, by month, with two primary goals: 1) to identify cyclical variances in spending, and 2) to investigate any unusually large one-time expenses that should not be factored in to the next year's budget. Once non-payroll expenses are compiled, the budgets are distributed for review to the budget authority in each department. The budget authority is a director, chair, or manager of a department. The Budget Office meets with the Vice President or Dean of every area to discuss budget requests from the departments. In addition, starting with the development of the FY18 budget, the CFO now also discusses each [departmental budget](#) with the budget authority; this totals nearly 100 individuals. Budget increases or cuts are made based upon the availability of College's resources and the needs of the department(s) to meet their goals. For long-term budget planning purposes budget authorities submit a 5-year non-payroll budget each year.

Throughout the fiscal year, departmental expenses are paid from the line items approved in the above budget process. Expenses not anticipated in the pre-approved budget are paid from budget transfers or modifications which are made through a request to the Budget Office. There are four main types of requests:

1. a transfer between accounts or department
2. an increase or decrease to a department's budget
3. the creation of a new department, and
4. a change to the allocation of a particular employee's salary and benefit costs

All transfer or modification requests are submitted to the Budget Office from the budget authority with the appropriate signatures required. The Budget Office approves or disapproves the request based on its alignment with institutional financial strategies as well as available funds. The Budget Office posts the approved requests to Banner.

Review of [enrollment data](#) allows the Vice President of Business Affairs (CFO) and the Budget Office to note large fluctuations in the estimated enrollment and related revenue budgets that are projected for the fiscal year. The Budget Office receives daily enrollment counts from the Institutional Research Office, which it uses to prepare actual enrollment to budgeted enrollment comparisons and trends. When significant fluctuations in enrollment occur, the Budget Office reviews the comparisons and, if necessary, revises the revenue budgets. If the revision is a decrease in budgeted revenues, the Vice President of Business Affairs contacts the other Vice Presidents and the President to notify them that expense budget cuts may be needed. All budget transfers, increases, and decreases are submitted to the Board for review and approval.

In February 2015 the Board of Trustees adopted a [Financial Standards Policy](#) that established requirements for maintaining a financial reserve or a net asset position for the purpose of strengthening the College's fiscal condition. The policy also instituted long-range forecasting as part of the annual budget process. The Budget Office prepares a [monthly Financial Report](#) for the Board that includes a year-to-date summary of projected revenues, expenses, cash flow and [SB6 ratios](#). Any significant variances between projected and budgeted totals are identified and discussed in the report. The Budget Office also reviews the [reserve requirements](#) to monitor the cash balances, in accordance with the financial standards policy, and the [Balance Sheet \(p.14\)](#), prepared by the Controller. The Balance Sheet includes two comparisons: current month balances to same month last year balances,

and current month balances compared to prior year end-of-year balances. Any major variances in the balances are noted and discussed in the report. The Budget Office also prepares an investment schedule consistent with the [investment policy](#) and notes any purchases, sales, or expiration of any investment during the month. The monthly schedule compares the total of investments to the prior year month balance.

Controller's Office

In FY16, the College implemented the Banner Finance Self-Service module which provides capabilities for budget queries, encumbrance queries, and requisition approval. Through the module, users can also view requisitions, purchase orders, invoices, and journal entries. The Controller's Office created a [Banner Finance Self-Service User Guide](#) to provide step-by-step instructions to users.

Web Time Entry, another Banner Self-Service option, was implemented in FY18 for all non-bargaining unit employees. This module allows employees to electronically enter their hours worked, sick time, and vacation time. In the past, hourly employees completed paper timesheets. The new process increases accuracy and reduces the amount of time that Payroll spends on data entry. Employees are also able to view past time sheets through Web Time Entry; previously they had to be requested through Payroll. Web Time Entry also offers efficiencies in monitoring timesheet submission through the entire payroll process. The Controller's Office created a [Banner Self-Service Time Sheet User Guide](#) that provides step-by-step instructions. The manual has helped reduce the number of questions Payroll receives from users.

Facilities

Owens Community College has various committees and standing meetings in place to review space use, building needs and renovation requests. The [Space Planning Assignment Coordination, Etc.](#) (SPACE) committee ensures that square footage on campus is being used effectively. SPACE meets every month to review office moves, new office requests, and change of space use.

Every two years the College coordinates a Capital Planning Committee to update the 6-year capital improvement plan; capital funds are provided by the State in each biennium. The committee has members from Academic Affairs, Facilities, Human Resources, Institutional Research, Student Services, the President's Office and IT. The responsibility of the committee is to identify capital projects over the course of the following three biennium's to be included in the 6-year capital plan. Facilities and IT work closely to determine student and academic infrastructure needs to ensure capital funded projects align with college priorities.

In January each year, the College Facilities Department conducts a [facilities walk-through](#) (pg. 5) to visually identify items to add to the list of campus deferred maintenance projects. Deferred maintenance projects are funded with institutional resources every fiscal year.

Maintenance requests are submitted through the [School Dude](#) tool. Under normal conditions work orders are assigned and completed based upon when they are entered in School Dude. With an integrated approach to keeping campus buildings maintained, high priority and emergency work orders are responded to within the same day and work orders at the medium to low priority level are responded to within 5 business days. Under critical conditions requests related to HVAC, electrical, lighting, plumbing issues take priority. Emergency conditions such as fire, smoke, water, etc. take priority over all other work orders.

5R2: RESULTS

Budgets

The introduction of Banner Finance Self-Service has provided budget authorities the ability to view their budgets and budget balances in real-time throughout the year. This tool has significantly decreased the number of budgets that are overspent, as well as the amount of overspending. Efficiencies have also resulted from the reduced time to approve requisitions and purchase orders through the Self-Service tool.

The College has successfully balanced the budget and added to its reserves for the past three years, as shown in the attached year-end financial reports. (see reports). In addition, the College maintained clean audits throughout the recovery process and they continue to do so.

The [Senate Bill 6 composite score](#), described in this Category’s Introduction as the State’s primary measure of an institution’s financial health and shown in the attached spreadsheet, has been substantially above 1.75 at the College for the past three years. In FY16 the score was 3.00; in FY17 it increased to 4.00 and to 4.50 in FY19. The other SB6 calculations also indicate the College’s fiscal stability, as measured by the reserves, viability, and net income ratios; they are also displayed in the spreadsheet.

Two other financial measures of the College are its cash and investments, and unrestricted net assets. The unrestricted net assets are used in the SB6 ratio calculations. The [growth in assets graph](#) depicts increases in both areas since FY14.

The table below shows the increase in total revenues from FY17 to FY18, with a [graph](#) of the FY18 revenues by sources.

Owens Community College Total Revenues

	6/30/2018	6/30/2017
Operating Revenues	\$31,539,701	\$28,792,758
Non-operating Revenues	\$42,233,636	\$44,630,775
Other Revenues	\$4,562,452	\$3,537,519
	\$78,335,789	\$76,961,052

The College’s major source of revenue, the State Share of Instruction (SSI), also referred to as the State subsidy, has [decreased](#) over the past several years. In FY14 the State began to phase in a [student outcomes model](#) for allocating subsidy dollars. Allocations from the State are now 100% performance-based, though enrollment declines impact the model.

The number of employee positions was reduced during the financial recovery period, though [salaries and benefits](#) have remained about 70% of the annual expenditures.

The college monitors its financial health through these additional indicators:

- Monthly reports on projections to actual budgets ([pg.2](#))
- Monthly budget “walkthrough” ([pg.5](#)) - a summary of changes occurring from projected budget to revenue/expenses.

- Cash on hand report ([pg.16](#))
- Dashboards ([pg.3-4](#)) – Expense per FTE; Revenue per FTE over time graph
- [YTD to Budget balance sheet \(p.14\)](#); year to year

Facilities

As a result of the SPACE committee’s efficient monitoring of space use, the College was able to vacate an entire building and host a local high school on campus for 18 months while their school was renovated.

Maintenance requests, including deferred maintenance items, are submitted through the School Dude tool and tracked for completion. The College has completed 2,983 work orders this calendar year to date compared to 3,016 total work orders completed in 2017. The [2018 chart](#) identifies the status of the current year’s work orders.

Definitions for the work order chart categories are

- Declined – when the request is for work not normally completed by Facilities Services
- Voided – when the requestor and the School Dude comptroller communicate the need to do so
- Completed – when the request is completed but the work order is left open so that data such as costs, hours, etc. can be added
- Closed – when the work is completed and no further data can be added to the order

In the past year, the College repaired and purchased the following from the deferred maintenance project list:

- 12,500 square feet of flooring in classroom labs, hallways and office suites
- Updated lighting to LED started across campus
- Replaced 84 windows and 3 exterior doors
- New classroom furniture in 22 academic classrooms
- New lounge furniture in 6 buildings

Despite being on Fiscal Watch for three years, maintaining the College’s facilities continued as a priority, as evidenced by the Maintenance dollars spent from FY13 to FY18.

Maintenance Dollars Spent

Year	Activity
FY13	\$ 446,888
FY14	\$ 466,724
FY15	\$ 561,559
FY16	\$ 460,480

FY17	\$ 535,933
FY18	\$ 844,702

Through the capital appropriations process, the College has completed a number of facility projects in the past two years, including the following renovations and replacements. These upgrades have created safer and more efficient spaces for students and employees.

- Pedestrian Bridge, allowing students to safely cross to both sides of campus
- Veterans Hall, creating a new Office of Veterans Affairs, an office for Counseling Services and a large multipurpose event space.
- New boiler and chiller for Heritage Hall and a new boiler for Math Science building
- Replacement of the high-voltage switchgear that services the south campus buildings
- New roof on Founders Hall
- New roof, exterior finish insulation system (EFIS), and interior finishes on Administration Hall
- Expanded the Transportation Technologies Building to accommodate a new lab for the CAT (Caterpillar) program
- [College Hall](#), creating a Student Service Center for Advising, Oserve and Career and Transfer Services, as well as a large student lounge and a new testing center
- Upgraded lighting in the Center for Fine and Performing Arts Theatre
- Renovated the firing range for the Police Academies
- Purchased \$400,000 worth of Tool and Die equipment

Information Technology

As evidence of the College maintaining its IT infrastructure to support campus operations, IT completed the following projects over the past few years:

- Replaced the storage area network (SAN)
- Installed new Content Management System (CMS)
- Upgraded to Banner 9
- Implemented Virtual Desktop Infrastructure (VDI)
- Launched a new Mobile App
- Classes now being taught using vCloud

5I2: IMPROVEMENT

Prior to implementation of the Banner Finance Self-Service module it would take up to a week for budget authorities to receive approved purchase orders. Budget authorities can now approve requisitions, view the requisition and purchase order, and follow it through the approval process on-line. Once approved, they print the purchase order to send to vendors. The chart below outlines the improved purchase order process through Banner Finance Self-Service.

	Old Purchase Order (PO) Process	Current Purchase Order (PO) Process
1	Employee enters requisition	Same

2	Budget Authority Approves	Same
3	Controller Office Approves and assigns PO	Same
4	Budget Office approves PO	Same
5	Controller Office prints PO	The following day, the employee who put in the requisition receives email notifying them if PO was approved or denied and what PO number is
6	Controller Office looks up who entered requisition and interoffice mails PO to them	If needed, employee goes to Finance Self-Service and uses PO number to obtain electronic PO

An improvement in the current Fiscal Year 2019 budget process required budget authorities to submit their [budgets](#) at the account level. Prior to this, budget authorities submitted their budgets at the pool level, which included several rolled up accounts. The new process allowed budget authorities to focus on their budgets at the level at which expenses are charged and provided the Budget Office with a better understanding of how budget authorities plan to spend their money. This gives the Budget Office new insights for its budget decision-making. As the Budget Office tracks budgets throughout this fiscal year, it will be able to identify what budget line items may need to be adjusted.

The launch of Finance Self-Service in 2016 offered the College opportunities for more efficiencies. The College intends to have more employee groups use Web Time Entry in the near future.

Currently the College processes budget journal entries using paper forms. The College is exploring another Finance Self-Service function that would allow budget authorities to submit budget requests to the Budget Office electronically.

The previous long-term campus master plan, from 2007, focused on purchasing additional buildings and renovating them to meet high College enrollment needs. With enrollment declines over the past several years, the College now has unused and unoccupied space. After the most recent 6-year capital plan meeting in Fall 2017, the College determined the need to hire a consultant to complete a Master Space Plan. This plan will help align space with institutional priorities, accommodate the College's current program and departmental needs, and support students through facility planning, including the promotion of interdisciplinary learning models. A facility condition index on all buildings will be included in the Plan to determine replacement values and develop a prioritized deferred maintenance list for each building.

With continued technology changes and student demands for more technology, the College has developed a timeline for the following IT projects, dependent on available budget dollars.

- NICE Public Safety System (phone and dispatch recording) – November 2018
- Application manager – March 2019

- Upgrade intranet – March 2019
- Closet access switches – begin in April 2019
- Camera access system – June 2019
- Disaster Recovery – June 2019
- Door access system – July 2019
- 2-part log-in authentication – December 2019
- Flexible registration replacement – December 2019; technology will be unsupported in December 2020
- Banner 9 self-service – June 2020
- Phone System – will begin evaluating available products in July 2020
- Astra course and room scheduling – December 2020; current version is unsupported
- Luminis upgrade or replacement – December 2020
- Upgrade all databases to Oracle 12.2 – December 2020

Sources

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- Investment Policy
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- SB 6 ratios for 5 yrs
- SchoolDude
- SPACE Committee Members
- SSI Chart
- SSI Components
- Wages and Expenses

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3a. Building budgets to accomplish institutional goals

As described in 5P2, the College recently was guided by a [financial recovery plan](#) that contained new processes and procedures, as a result of new Board policies, to ensure effective management of resources and operations. The Budget Office provides the budget authority in each department a budget template that contains three prior fiscal years of expenses and the current year budget in order to build the following year's budget. The proposed budget is reviewed with the President, the Vice Presidents and the Board Finance Committee for its alignment to strategic goals and priorities. At the Board of Trustees meeting in June, the Vice President of Business Affairs (CFO) presents the

operating budget for both revenues and expenses for unrestricted, auxiliary, plant, scholarships, and utilities. The Board presentation focuses on significant changes from the prior fiscal year's budget and the reasons for those changes. The Board approves the operating budget by major line item for both revenues and expenses.

5P3b. Monitoring financial position and adjusting budgets (5.A.5)

The Budget Office prepares a monthly [Financial Report](#) for the Board. This report includes a year-to-date summary of projected revenue, expenses, cash flow and SB6 ratios. Any significant variances between projected and budgeted totals are identified and discussed in the report. In accordance with the [Financial Standards Policy](#), the Budget Office reviews the Reserve Requirements to monitor the cash balances each month. As stated in 5P2, the Budget Office also reviews the [Balance Sheet](#) (p.14), which is prepared by the Controller monthly. The Budget Office prepares an investment schedule and notes any purchases, sales, or expiration of any investment during the month. The schedule compares the total of investments to the prior year month balance.

Budgets are adjusted through budget transfers or modifications as requested by each department, as previously discussed in 5.2. There are four main types of requests, a transfer between accounts or department, an increase or decrease to a department's budget, to create a new department, and to change an allocation of a particular employee's salary and benefit costs. All transfer or modification requests are submitted to the Budget Office from the budget authority with the appropriate signatures required. The Budget Office approves or disapproves the request consistent with institutional financial strategies.

5P3c. Maintaining a technological infrastructure that is reliable, secure, and user-friendly / Maintaining a physical infrastructure that is reliable, secure, and user-friendly

The College maintains a reliable, secure and user-friendly physical infrastructure by creating a 6- year capital plan every two years and reviewing deferred maintenance projects on an annual basis, as discussed in 5P2.

HVAC systems, lighting control systems, and fire systems are inspected yearly. An integrated approach to keeping buildings user-friendly includes a work order system that is accessible to the campus community. The School Dude request system, described in 5P2, allows the facilities department to respond immediately, if necessary, as requests come through the system. Faculty and staff in every building across campus are the eyes and ears for issues that may arise.

5P3d. Managing risks to ensure operational stability, including emergency preparedness

Budget authorities provide a 5-year budget each year. This helps the College identify potential large increases that departments may have and to prepare for those needs over time.

In June of 2016, the Board approved a [Financial Standards Policy](#) that requires the College to maintain a fiscal reserve. The policy states that these reserves shall only be utilized in emergency situations.

As discussed in 4P2, risk assessment at the College previously was assigned to the College's Risk Management Committee, using a risk assessment tool and a [flowchart](#) for the process. The tool guides a project sponsor through a standardized thought/proposal process to determine both the educational and financial benefit of a proposed initiative. The Committee was inactivated in 2017 with the process now a responsibility of the Vice Presidents. Each Vice President assigns their own small groups to

study proposals and then discusses them at the weekly Vice Presidents meeting. The risk assessment tools are accessible on the website. They include a [program proposal template](#) and a [financial assessment form](#) with a [return on investment calculation template](#).

The College maintains a [Comprehensive Emergency Action Plan](#) to provide immediate coordinated response and evacuation procedures for any disaster, actual or potential, that occurs on campus. These procedures have been developed to provide both a uniform basis for achieving a systematic and orderly response, and a plan of instruction and practice in the use of building exit egress systems, fire alarm systems, and fire prevention and/or extinguishing methods and equipment.

The Owens Alert System is designed to keep students, employees, and visitors safe and informed. Program enrollees automatically receive notices by phone, email, and text message when the College or campus is closed due to inclement weather or emergencies.

5P3e. Tracking outcomes/measures utilizing appropriate tools

Two College dashboards are used as the primary tools to track outcomes. As described in 2P2 and 5P1, the Institutional Research [dashboard](#) shows enrollment and student success measures such as retention, completions, degrees and certificates awarded, etc. The Financial dashboard, developed during the College’s financial recovery, tracks revenues, expenses, investments, net assets and other financial measures used to calculate the [SB6 ratios](#) and operational effectiveness.

5R3: RESULTS

For Owens Community College, the most important measure of operational effectiveness is a balanced budget, which the College had in FY16, FY17, FY18, and is projected to be again in FY19. The College has also improved the Senate Bill 6 composite score from 1.0 in FY14 to 4.5 in FY2018. This is the score used by the State of Ohio to determine fiscal performance. Finally, the last two independent audits ([2016](#), [2017](#)) show the College’s increased financial stability.

In addition to the many financial metrics, Institutional Research usage statistics, and the facilities and technology updates mentioned in 5P1 and 5P2, the results from the [Student Satisfaction Survey](#) also provide feedback on the effectiveness of college operations. Two items relate to IT, and another nine survey questions ask about campus facilities. The tables below show high levels of satisfaction on all related items.

Fall 2017 Student Satisfaction Survey			
IT Questions*	Response Average	% Agree	# of Students Responding
Computer labs are available when I need them	5.4	96%	1,393
My interactions with the Information Technology Help Desk have been helpful	5.3	96%	1,154

Facilities Questions*	Response Average	% Agree	# of Students Responding
Campus grounds are well maintained	5.5	97%	1,554
Building names and room numbers are visible	5.4	97%	1,548
I feel safe at this college	5.4	96%	1,556
It is easy to navigate my way around campus	5.3	97%	1,540
Comfortable areas are available on campus for me to spend time outside of class	5.3	95%	1,474
Bathrooms and public areas are kept clean	5.3	95%	1,544
Classroom facilities create a comfortable learning environment	5.2	96%	1,534
Classroom technology enhances the learning experience	5.1	93%	1,516
Student parking is adequate	5.1	90%	1,531
<i>*Responses on a 6-point agreement scale: 1=completely disagree, 2 = mostly disagree, 3 = somewhat disagree, 4 = somewhat agree, 5 = mostly agree, 6 = completely agree</i>			

As a measure of safety, [injuries](#) at the College are tracked annually. In both 2016 and 2017, ten incidents were logged.

5I3: IMPROVEMENT

A number of improvements have been implemented to improve efficiencies and reduce risk; others are planned over the next few years.

Fees

During Fiscal Watch, one analysis conducted was on academic fees and how the fee structure was impacting the sustainability of the educational programs. Tuition increases are often regulated by the State, and course, program, IT, and student services fees are determined by the College and approved by the Board. The current [fee per credit hour](#) is \$225; in FY16 the credit hour fee was \$193.25.

Contract Review Process

Any contract/agreement/MOU that binds the College financially or through obligation must be reviewed by the legal department. The individual requesting the review completes a [Request for Contract Review](#) form. The form is signed by the individual to certify that s/he is responsible for

ensuring that the College can meet its obligations, and that the goods/services are in the best interest of the College. The appropriate VP also signs the request form. Once general counsel approves the contract, it is forwarded to the Business Affairs office for review and approval by the CFO.

Facilities/IT

The collaboration between Facilities and IT on capital projects was more prevalent in the most recent biennium as it was an initiative of the College for the two departments to work more closely together. The involvement of IT in capital projects allowed the College to incorporate updated AV equipment, computers, power over ethernet (POE) switches, cameras and other items in the projects from the start. The close collaboration also highlighted the fact that the College needed to identify construction standards to help with the maintenance of buildings and their infrastructures. This will ensure continuity of classrooms and equipment across campus for faculty and staff. The College is currently in the process of developing construction standards and plans to implement them in every project within the next year.

Records Retention

The College recently created a Records Retention Committee that is reviewing current policies for updates or other modifications.

Sale of Tracy Road Building

The College successfully vacated and sold a building and land located on Tracy Road for \$1 million. Programs operating in the Tracy Road building were relocated to the main campus, creating efficiencies for students in terms of proximity to other campus buildings and student services. The sale of the building eliminated it from the maintenance and custodial staff inventory, allowing them the focus efforts on occupied buildings.

Relocation of Skilled Trades

The College was using an unoccupied building for storage of surplus assets. In preparation for renovations to that building in order to centralize Skilled Trades programs, the surplus items were sold at auction. Programs in the building will see efficiencies as the lab spaces will be interdisciplinary. The opportunity for student collaborations across programs better simulates the work environment. The building will receive updated life safety, reducing the insurance risk.

Cameras and Card Swipes

Reducing and solving crimes on campus can be achieved with a thoughtful and well-planned camera security system. The College is working with an engineering firm to determine optimal placement of security cameras, as well as purchasing cameras with built-in analytics that could trigger alarms to the Department of Public Safety. In addition to the security cameras, the College intends to implement a campus-wide access control system that includes card swipes, eliminating the need for Public Safety to lock and unlock doors. This frees Public Safety to focus on patrolling and being a more visible presence on campus.

IT Policies

The IT department is currently working with a consulting group to help write several [IT policies](#) to ensure a safe and secure technology environment, consistent with higher education best practices.

Sources

- 2016 Building Emergency Plan
- Employee Injury Tracking
- Fall 14th Day Retention Dashboard_200760-201760
- Fall 2017 Student Satisfaction Survey Results
- Fees
- Financial Assessment - Risk Assessment Proposal Template
- Financial standards Policy
- Fiscal Recovery Plan Report Final Updated 1-25-16
- FY19 CFO Budgets Submission
- FY19 Financial Report Final - August
- FY19 Financial Report Final - August (page number 14)
- IT Policy Improvements
- Owens State Community College 16-Wood
- Owens State Community College 17-Wood
- Request for contract review form
- Risk Assessment - Proposal Report Template
- Risk Assessment Flow Chart - Updated
- ROI templateFinal
- SB 6 ratios for 5 yrs

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1a. Selecting, deploying and evaluating quality improvement initiatives

Like all higher education institutions in Ohio, Owens Community College has transitioned from an enrollment focused institution to one with a completion agenda. While the College previously had begun this shift, the State of Ohio's move to a 100% performance-based funding [allocation model](#) hastened the College's changes. At the center of the College's continuous quality improvement culture is its commitment to retaining access and bolstering student success and completion. Quality is embedded in all aspects of operations and decision-making, from student learning and support to resource management.

Experiencing a State-imposed [Fiscal Watch](#) required the College to implement several operational efficiencies and a series of reorganizations. From 2014 to 2017 the strategic priorities and CQIs shifted to the goal of financial recovery. The College built a [financial recovery plan](#) with the assistance of the President, Academic Affairs, Student Services, the Budget Office, the Foundation, Operations, Human Resources, Legal, Administration, and the Board of Trustees. All areas of the

college worked to strengthen the institution. The financial recovery plan became the strategic plan. Guided by that plan, the institution was able to [emerge from Fiscal Watch](#) a full year ahead of the State's standard three-year schedule.

One area the College has streamlined is in shared governance. By eliminating two large college-wide groups and allowing the standing committee structure to feed directly into the president's executive cabinet, efficiencies were gained and decisions made more quickly. The committee structure now drives the quality conversation on campus. Each standing committee has at least one member of the executive cabinet as a liaison. That liaison, and often those on the committee, present as needed to the president's executive cabinet. The lists of members shows the makeup of each standing committee or team as well as the executive leader member.

Committees/Charges

Each of the major College committees, and the charge, is presented below.

[Academic Standards Committee](#) - ensures that academic policies, procedures, and practices support learning excellence and the college mission. The committee achieves this purpose through the following objectives:

- To educate the college community about OCC institutional academic policies, procedures and practices.
- To review existing and proposed academic policies, procedures, and practices.
- To solicit from the college community topics and feedback regarding academic policies, procedures, and practices for committee consideration.
- To develop data-driven recommendations regarding academic policies, procedures, and practices and forward those recommendations to the Provost.
- To inform the college community regarding committee deliberations.

[Enrollment Management Team](#) – determines, communicates, implements, measures, and refines enrollment strategies on campus.

[Chairs' Council](#) - designed to promote efficiency and compliance, as well as advance the interests of the College and the students it serve.

[The Chapter 3 College Life Review Committee](#) – establishes and reviews the policies and procedures related to student life on campus.

[Curriculum Committee](#) – ensures that proposed curriculum changes meet the needs of the community served by the College. The committee achieves this purpose through the following objectives.

- To review curricular changes in terms of, but not limited to, quality, coherence, continuity, consistency, and appropriateness;
- To seek input from stakeholders as needed;
- To inform the College community about proposed curriculum changes; and,
- To recommend proposed curriculum changes to the Provost.

[eLearning Committee](#) - makes recommendations for best practices, technologies and procedures to improve online teaching and learning.

[Enterprise Resource Planning \(ERP\) Steering Subcommittee](#) – addresses matters associated with enterprise-wide software systems, other IT systems that integrate with these products, other IT

systems used by individuals in multiple units of the College, and support services for employees who use these systems in their work.

[Faculty Development Committee](#) – provides on-campus faculty development and ongoing training for faculty.

[IT Governance Steering Committee](#) – ensures academic policies, procedures, and practices support learning excellence and the College mission.

[Completion Team](#) - determines, communicates, implements, measures, and refines the retention, persistence, and completion agendas on campus as well as the College's two-year completion plan.

[Assessment Team](#) – creates and analyzes assessment plans for the College. The team works with faculty and staff to make sure assessment is completed.

The President's executive cabinet is charged with leading strategic planning. In 2018, the College launched a new [strategic planning initiative](#). Continuous quality improvement is built into the 2019-2021 strategic plan through sessions with faculty, staff, students, and community members. Once adopted by the Board, the executive cabinet is responsible for communicating the plan and assuring that the college's activities, policies, and procedures are in alignment with the vision and goals of the new plan.

The executive cabinet meets weekly to discuss policies, procedures, issues, and to make college-wide decisions. All parties may bring agenda items forward. Items come from each area represented through committees, councils, and teams that report to each of the senior leaders. Examples of agenda items are: position replacements and/or additions, procedural changes, restructuring, marketing and communications, strategic initiatives, grant opportunities, facilities, large expenditures, new programs, new locations, etc.

Owens uses several measures to evaluate internal efficacy. Most recently, the College finished multiple strategic planning sessions on campus, and in the service area, to elicit information and gather input on needs that the College may not currently be meeting. Department heads also meet regularly with their faculty and staff to hear feedback. Advisory committees include community members and students to gain insights into the effectiveness of the college's programs and policies. In 2018, the College administered a student satisfaction survey. The College also participates in external evaluations, such as program accreditations; State initiatives ([SSLI](#), [SSTF](#), [completion pathways](#)); and through partnerships with the Community College Research Center (CCRC). These external collaborations are especially helpful as they provide opportunities to discuss national [best practices and benchmarks](#).

The College has made a conscious effort to integrate quality into the culture. College divisions participate in a review process on a regular basis. Academic Standards has a schedule for policy and procedure review. Curriculum review is on a cycle set by accrediting bodies, the State, or advisory committees. A review committee is being formed for both the administrative and student sections of the Board of Trustees Policies. Standing committees bring issues to the Vice Presidents and President for review. Some issues have become AQIP Action Projects, while others can be assigned to a small group to review and make recommendations. Since the 2013 Systems Portfolio was submitted, four Action Projects were created: [IT Governance](#), [Experiential Learning and Career Services](#), [Building Internal Relationships](#), and [AQIP 2.0](#). Smaller projects have included the academic calendar change from 15 to 16 weeks, developmental education reform, completion agenda items, and reorganizations across campus.

6P1b. Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Following the last Systems Portfolio, the College administration emphasized two areas for improvement: assessment and student completion. Owens joined both the HLC Assessment Academy and the Student Completion Academy. With the onset of Fiscal Watch and employee downsizing, some initial participants in the academies were no longer at the College to finish them. The College was able to complete the Assessment Academy, however, and two faculty members who persisted through it have led the design of renewed assessment practices. With assessment now faculty-led, Owens is in the best position to maintain the momentum. While financial restraints prohibited the College's continued membership in the Student Completions academy, the State was awarded a grant that provided Owens access to national leaders in the completion movement. Again faculty-led, completion initiatives on developmental education reform and the guided pathway model are advancing student success at Owens.

Owens attended its last Strategy Forum in 2015, at the same time that Fiscal Watch was declared and the financial recovery was beginning. The Action Project that came out of the forum, [Building Internal Relationships](#), clearly reflected the need of College employees to unite and rediscover what makes Owens important to students, faculty, staff, and the community. With the support of all leadership groups, small and large gatherings brought employees together to move past the fiscal crisis and focus on the positive changes being made. Senior leadership attended the open sessions to show support for both the cross-campus action team leading the project, and for the college as a whole.

With the discontinuation of the AQIP Pathway, the College and its leadership are excited to enhance the continuous quality improvement culture of Owens Community College in new ways.

6R1: RESULTS

Owens points to the following as evidence of successful integration of its quality initiatives:

The most recent action project had participants from and an impact on every area on campus. During Fiscal watch, multiple offices had been eliminated, yet their functions remained. This created gaps and fragmentation in various parts of the College. The Experiential Learning and Career Services project brought together everyone across campus related to these areas and created a network of services to support students. Through this synergistic effort, the [Career Services Network](#) was able to increase the services, the internships, and work placement opportunities without rebuilding an office. This decentralized model allows flexibility for multiple programs and student situations.

The College's [Completion Team](#) is co-led by the Provost and Vice President of Student Services. This team also leads the Student Success Leadership Institute ([SSLI](#)) team.

The Vice Presidents meet weekly to provide quick resolutions and movement on issues. The [agenda](#) is designed to have items designated in one of three purpose categories: for Decision, for Input/Feedback, or for FYI/Sharing.

The College has presented at state-level meetings on the new [ENG 111P](#) (Composition Plus) course. The course, which was taken to scale in Fall 2018, has decreased the number of students entering developmental education by close to half. This faculty-led model will be assessed for the first time at

the end of Fall.

English Placement

Placement	Fall 2017		Fall 2018	
	#	%	#	%
Developmental (ESL, CPC, 091, 096, 097)	3,541	40.1%	854	11.0%
College (111, 111P)	3,480	39.4%	5,531	71.4%
No Test Scores	1,805	20.5%	1,363	17.6%
Total Headcount	8,826	100%	7,748	100%

In the past three years, even with financial constraints, the College has remained committed to improving quality through ongoing professional development including the SSLI initiative, conference travel, and speakers, many made possible through state-wide endeavors.

The College continues to participate and be represented at State-level standing meetings with the Ohio Association of Community College (OACC) for Presidents, Academic Affairs, Student Affairs, Finance, and Human Resources. Owens also sends teams to a number of OACC and Ohio Department of Higher Education (ODHE) coordinated initiatives.

6I1: IMPROVEMENT

- The Executive team (President and Vice Presidents) has become more involved in continuous quality improvement initiatives. The Office of Institutional Research presents large-scale projects including completion dashboards, student satisfaction survey and climate survey results, enrollment projections and other analyses to the executive team when information is updated or requested.
- The College's standing committee structure is an important part of quality improvement; because of this, the make-up of these committees is continually reviewed to make sure the appropriate constituents are involved. Additionally, College needs and goals are reviewed to see if any new committees should be formed. In the past three years the College has added the Completion Team, Small Enrollment Management Team, Large Enrollment Management Team, and a committee to review the student-related Board of Trustees policies. In Spring 2019 the [Student and Academic Support Services Committee](#) will be launched; another committee dedicated to supporting the access mission of the College is being discussed. Each of these committees is designed to drive continuous quality improvement.

- With the College moving to another accreditation pathway, it is anticipated that the committee structure may shift again.

Sources

- 2P2a_Table of SSLI members
- Academic Standards
- Action Project-AQIP_20_08-27-18
- Action Project-Building_Internal_Relationships_12-15-17
- Action Project-Experiential_Learning_and_Career_Initiatives_09-
- Action Project-IT_Governance_Project__05-18-17
- Assessment Team
- Banner Steering
- Career Services Network
- Chairs Council
- Completion
- Curriculum
- Directive 2017-033 Owens fiscal watch termination
- EarlyMomentumKPIReports_020618_OwensState
- eLearning
- EM
- English 111 Plus Information
- Faculty Development Committee
- Fiscal Recovery Plan Report Final Updated 1-25-16
- Fiscal Watch Declaration - Letter (Rowe) 04 21 15
- Flyer - Owens Stakeholder Meetings - All Dates
- IT gov
- New Template - VP Agenda
- Ohio Department of Higher Education
- SASS
- SSI Components
- SSTF
- Student Life Review
- What is the Student Success Leadership Institute

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2a. Developing an infrastructure and providing resources to support a culture of quality

Continuous quality improvement is evident in several ways across the College. New employees are introduced to this principle in employee orientation and strive to see what can be done better to best serve the students and community. Feedback from on and off campus is welcomed and issues that come forward are thoroughly investigated by college experts. While this review might not always lead to changes, it certainly builds the connections between internal and external stakeholders.

Through the reorganizations that occurred during the financial recovery period, the AQIP Planning Council was disbanded. Without clarity of its purpose, the College community questioned its value. This confusion led the College to activate the [AQIP 2.0 Action Project](#). The intent of this project was to review and improve the current campus structure related to AQIP. However, the project was suspended when the decision was made to discontinue the AQIP pathway. This group, under another name, will guide the College on its new pathway.

The executive team (President and Vice Presidents) is the primary policy-developing body; policies are approved by the Board of Trustees. (4P3) The executive team follows a shared governance model through the committee and team structure that surrounds it. It is also responsible for assuring that the commitment to quality is maintained. The Accreditation Liaison Officer (ALO) meets regularly with the executive team as well as deans and directors across campus to discuss the quality concept. This allows for open communication and important feedback. Additionally, both the President and the CAO previously served in the ALO role which preserves the quality lens throughout policy decisions.

6P2b. Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

Owens has been expanding its reach as it relates to continuous quality improvement by sending a wider variety of faculty and staff to the HLC Annual conference. Faculty and staff from academics, student services, finance and operations gain a better appreciation for CQI. The decision to diversify attendees has allowed for quality conversations to permeate the institution, refreshed each year by the annual meeting experience.

Evidence of commitment to CQI:

- The College instituted a financial recovery plan and successfully emerged from fiscal watch a year early; the process has become a model for others facing fiscal challenges.
- The College's completion plan focuses on continued improvement goals and measures each year.
- The College has engaged with national leaders in student success to receive guidance and assistance with its completion plan and the completion agenda on campus.
- The College has been an active member of the OACC Student Success Leadership Institute which provides on-going learning from the national Completion by Design initiative and the American Association of Community Colleges (AACC) Pathway Project.
- The College completed a redesign of developmental English to expedite the time to enrollment in college-level English and is now using that model to inform a similar strategy in developmental mathematics.
- The College participated in the HLC's Assessment Academy and completely restructured the way assessment is performed on campus. As a faculty-led process it adds value for programs and instructors.
- The College has allocated significant resources towards professional development to allow for improvement in all areas of the college. (3P3)

6P2c. Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The College builds an evaluation component in to all programs and initiatives. A reflection and assessment step allows for adjustments to be made to ensure the institution is achieving its mission. As an example, Owens is putting together an [international experience](#). Within the deliverables is the expectation of outcomes and an evaluation plan.

Other examples of initiatives where this occurs include:

- Students enrolled in the developmental English redesign, ENG 111P, are being assessed in Fall 2018, with discussions about potential improvements planned for Spring 2019.
- An assessment plan was required when the [First Year Experience](#) was redeveloped.
- Both the [Civic Ambassadors](#) mentoring program and the [Math Emporium](#) are currently making adjustments based on past feedback.

The College encourages multiple types of feedback from faculty, staff, [students](#), and the community through campus surveys, advisory board questionnaires and meetings, [student feedback to student government](#), committees and teams on campus, and [strategic planning sessions](#). This input and advice leads to continued improvements in College programs and services.

6P2d. Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

When the AQIP 2.0 Action Project began, the team's first task was to review all of the HLC accreditation pathways to determine if AQIP was still the best option for Owens. However, the discontinuation of the AQIP pathway was announced before the group had ended its appraisal. There is agreement across the college that Owens, by applying the continuous improvement principles throughout its AQIP participation, advanced as an institution. The College has stopped entering into initiatives and decision without first researching the issues and gathering feedback. A process to reflect, assess, modify, then reflect, assess, modify again is used. This practice is now self-monitored; if one entity on campus omits the process, others hold them accountable.

6R2: RESULTS

The data and measures that are currently tracked reflect the College's shift in focus to student access and completion. As a lesson learned through financial recovery, the College now inserts project costs and funding information into its decision-making. Evidence of the positive direction of the College, using quality improvement methods, is presented below.

- The new ENG 111P co-requisite model was launched at scale in Fall 2018 with 27 sections serving more than 450 students. The new approach to teaching English composition cut in half the number of students required to take remedial English. Students whose placement scores still indicate a need for English remediation can now complete one remedial course, instead of the previous two or three, before enrolling in college-level English.
- Though enrollment has decreased, as in many other community colleges, the number of degrees and certificates conferred has remained fairly steady. The [ratio of awards to enrollment](#) improved from one award per twenty students to one award per eleven students over the past 5 years. The improvement in the [3-year IPEDS graduation rate](#) is huge, with an increase from 6% to 18%.
- The College emerged from Fiscal Watch a year early and continues to balance the budget and add to the reserves.
- A valid and reliable tool to forecast enrollment was developed and implemented allowing for more realistic budgeting.

- Course completion rates increased from 77% to 80% over the past five academic years and the gap in [completion rates between web and lecture sections](#) has narrowed from 6.7% to 1.2%.
- The [IPEDS Fall to Fall retention rate](#) increased for full-time students from 45% to 53% between cohorts 2011 and 2016, as did the part-time student rate, from 35% to 43%.

6I2: IMPROVEMENT

The College maintains an infrastructure that supports CQI. The financial recovery period pushed it to work smarter, build better programs, and make data-driven decisions. The biggest shift that impacted teaching and learning was the State's move to a 100% performance-based model for subsidy allocations. This drove the college to examine policies counterintuitive to student success and to redesign remediation to expedite student's progression to college-level coursework. In addition, courses were eliminated that were not directly related to transfer or a career, thus ensuring that courses students did need would be offered regularly, keeping them on track to completion. There is continuous review of the academic programs – both degrees and certificates – to align with the community's needs.

Faculty involvement in both assessment and the completion agenda is higher than it has been in the past. The [Building Relationships Action Project](#) led to more dialogue and respect between faculty, staff, and administration. To attract faculty involvement in large college-wide projects the College provides release time and summer contracts to the faculty. Assessment is now 100% faculty-driven, with faculty leading the process, reviewing the data, and offering peer to peer feedback. The College's Completion Team has active faculty membership and is growing.

Informal discussions among a group of front-line service employees, that broadened to include other service providers, led to the formation of the new Student and Academic Support Services Committee ([SASS](#)). SASS will meet regularly to discuss issues related to direct student and academic affairs, and to serve as an advisory group for feedback on initiatives related to academic and student support. The Committee been officially registered as a standing committee and reports jointly to the Chief Academic Officer and the Chief Student Affairs Officer.

With an increased focus on student retention, success, and satisfaction, the Institutional Research staff now produces more data, information and analyses from IPEDS, HEI data, and internal surveys. The development of an interactive dashboard allows users to create individually-designed tables, prompting the faculty and staff to ask new questions and become participants in the positive movement on campus. In the next year, the Provost and Vice President of Student Services and Enrollment Management will facilitate round table discussions with faculty and staff to generate new ways to use the increased amounts of data and better serve students and the community.

Sources

- Action Project-AQIP_20_08-27-18
- Action Project-Building Internal Relationships_12-15-17
- credentials v headcount_IR with transfers out and final AY 18 awards
- Cultural Experience

- First Year Experience Courses
- Flyer - Owens Stakeholder Meetings - All Dates
- Grade_Dashboard_201330-201810_for_web
- Intake form for concerns
- IPEDS 3-Year Graduation Rates
- ipeds_dfr_2017
- IPEDS_Fall_Enrollment_Data_2017-2018
- IPEDS_Fall_Enrollment_Data2012
- Math-emporium-analysis-2016
- SASS
- student government feedback
- Student Services Office